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ABSTRACT

A sample of 17 Camrose Lutheran College students (ages 19 to 24) who were enrolled in a 22-day wilderness Outdoor Education Leadership Course and a control group of 22 students who were not enrolled in the course were studied for changes in participants' self-concept and for the factors and curriculum activities which affected self-concept. Examined were leadership team, communication skills, participants, environment, spiritual beliefs, Y-factor, and curriculum events. The Tennessee Self-Concept Scale was administered to the experimental group before and after the course and to the control group prior to the course. Results showed a significant increase in the total self-concept of the experimental group. Observation and participant responses indicated that the leadership team, communication skills, participants' interaction in the camping group, and the environment were the most important factors inducing change in self-concept. The most important elements of the communication skills factor were the individual student assessment with the leadership team, the first two camping group debriefings, and the use of communication skills within each camping group. Course participants also indicated that they had experienced personal growth and had learned outdoor skills and communication skills. (Author/CM)

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SELF-CONCEPT CHANGE IN AN OUTDOOR LEADERSHIP COURSE USING COMMUNICATION SKILLS AND DEBRIEFINGS

by

LYLE E. BENSON

AN ACTION RESEARCH PROJECT SUBMITTED TO THE
GRADUATE CENTRE FOR APPLIED STUDIES
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MASTER OF ARTS IN APPLIED BEHAVIORAL SCIENCES

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Dated 1981

DEDICATION

To my GOD, Jesus Christ
to my wife, Ellen
to my mother, Marjory
to my teachers, Gibber, Doc and Harvey

ABSTRACT

The outcomes on participants of a wilderness Outdoor Education Leadership Course have been explored in this Action Research Project. Changes in participants' self-concept as well as the factors and curriculum activities which affected self-concept were addressed. A factor is a general classification or component of the total outdoor program that affects the participants. Some of the factors that were examined were leadership team, communication skills, participants, environment, spiritual beliefs, X-factor and curriculum elements. The elements of the communication factor were also examined. Elements are the specific parts that make up a factor.

Seventeen participants between the ages of nineteen and twenty-four took part in a twenty-two day wilderness Outdoor Education Leadership Course. Another twenty-two Camrose Lutheran College students formed a Control Group. The Tennessee Self-Concept Scale was administered to the Experimental Group before and after the course. The Control Group completed the scales in a comparable time period prior to the commencement of the course. Results showed a significant increase in the total self-concept of the Outdoor Education Leadership Course participants. In comparing the Experimental and Control Groups, no significant increases in the self-concept subscales were found. Because of this, the

four Camping Groups were compared to the Control Group. The Experimental Group is the sum of the four Camping Groups. In comparing the Camping Groups and Control Group, significant positive increases were found in the self-concept subscales of Behavior, Personal, Moral-Ethical, Identity and Social.

The author's observations and the participants' responses indicated that the leadership team, communication skills, participants' interaction in the Camping Group and the environment were the most important factors inducing change in participants' self-concept.

As well, course participants indicated four other factors, one already identified and three new, as having an influence on them. These were communication skills, personal attitude, thought for the day and keeping a diary.

The author's observations and the participants' responses indicated that the individual student assessment with the leadership team, the first two camping group debriefings and the use of communication skills within each camping group were the most important elements of the communication skills factor.

Participants also indicated outdoor skills and communication skills were the major activities they benefited from during the course. They indicated the way in which they benefited were in terms of personal growth, learning outdoor skills and learning communication skills.

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For time and energy typing up my Action Research Project (hereafter ARP), I wish to thank Joan Theander.

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CHAPTER 1

STATEMENT OF THE PROBLEM

A. Introduction

L.B. Sharp, the father of the Outdoor Education movement said, "That which can best be learned in the classroom should be taught there, and that which can best be learned in the out-of-doors should there be taught" (Hammerman, 1973, p. 162).

Everything from arithmetic to friendship choices to leadership have been taught through outdoor education (Ashcroft, 1972; David, Jr., 1972; Thompson, 1975).

Hammerman (1973, p. 113) states:

> No one goal or single set of objectives has governed the way in which outdoor education has developed. The conservationist, the recreation leader, the scientist and the classroom teacher have a variety of reasons for working with youth in the outdoors.

The focus of outdoor education varies from outdoor skill development and knowledge in such activities as backpacking and canoeing to personal development of self-concept and self-awareness to leadership development. With the emphasis of outdoor education ranging from education to psychotherapy "it must not be assumed that because a group has been taken out of doors that per se something desirable has happened" (Carlson, 1973, p. 125).

With so many different uses for outdoor education to

accomplish so many different goals it would seem that individuals, groups and organizations are taking L.B. Sharp's motto and doing everything and anything in the outdoors.

> In the outdoor setting the great need is to find out what aspects of the outdoor experience truly affect the subjects. As yet there is little research to identify what factors may be influencing persons in this setting (Gibson, 1977, p. 15).

B. Statement of the Problem

The author has been involved in the outdoor field for about eight years. At first it was the beauty of nature and the thrill and challenge of the activities that kept the author's interest. However, as the author gained experience he began to realize that he stayed in outdoor education not because he canoed whitewater or backpacked through the mountains. The author stayed because of the changes that happened to people as they canoed through the rapids and climbed the mountain slopes.

Although many positive things were happening in the outdoor field, the author noticed that the emphasis was primarily on physical skill development such as canoeing, backpacking, etc. What was missing was the emphasis on people skills, that is, positive interpersonal group functioning and positive personal development of individuals.

What is important to the author is the development of positive self-concepts of individuals because they have taken part in an outdoor program. To develop positively the self-concepts of participants who took part in outdoor programs,

the author began to classify the major components of outdoor programs into factors that affected the self-concepts of participants. The factors that the author came up with were leadership team, communication skills, participants in camping groups, environment, spiritual beliefs, curriculum elements and X-factor (refer to Chapter 1, p. 6).

To find out which of these factors most affected the self-concept of subjects in outdoor experiences an Outdoor Education Leadership Course was examined and analyzed. Attention was given to the following:

1. Examination of the existing theory and research relating to:
   a. Self concept and Outdoor Education.
   b. Communication and Outdoor Education.
   c. Groups and Outdoor Education.
   d. Outdoor Education through wilderness living.
2. The isolation and description of significant factors in the outdoor course which may have led to changes in participants.
3. The isolation and description of significant elements of the communication factor in the outdoor course which may have led to changes in participants.

The research took into account the aims and objectives of the program, its leaders and participants.

C. The Need for the Study

Van der Smissen (1963) of the American Camping Association

has identified nearly one-thousand studies related to direct camp research. However, " . . . no study in the research conducted thus far has undertaken the problem of constructing a theoretical framework for the vast aspects of outdoor education" (Rillo, 1962).

Many individuals, groups and organizations are using outdoor experiences to effect changes in self-concept through group interaction in physically, mentally, emotionally, and spiritually stressful experiences and situations.

> Several studies have been undertaken to test the effects on those variables thought to be important. Among the variables studied have been self-concept, achievement, motivation to achieve, social adjustment, aggression, values, attitudes towards school, alienation and recedivism of adjudicated delinquents (Glass, 1975, p. 1).

Coutts (1980, p. 3) states:

> Although these variables have been measured and change is identified as having occurred, little work has been undertaken to determine what events caused the changes.

The factors that cause changes in outdoor experiences need to be investigated. Schools, colleges, universities, Outward Bound, correctional centres, mental health institutions and other government agencies use the outdoor setting specifically for changing people.

So that the most effective change may take place during the outdoor experience " . . . leaders should be aware of all aspects relating to their subjects" (Thompson, 1975, p. 4).

Two of the factors in an outdoor experience are group relations and communication. These are the two factors the

author is going to investigate in this action research project.

Paul Petzoldt (1974, pp. 124-130), founder of the National Outdoor Leadership School and the Wilderness Education Association, states:

> Expedition Behavior is a basic teachable skill. Yet, over the years, there has been little emphasis on developing methods to help persons get along with one another in the wild outdoors . . . when the storm strikes, food runs short, an accident happens, or time schedules go awry - whenever the chips are down people without conscious control can become like animals in the jungle. In Kipling's words, " . . . the white man and the savage are but two short days apart".

In relation to the communication factor, Loughmiller (1979, p. 76) states, "New counsellors often lack the skill to lead group discussions to a fruitful conclusion. They lack the experience to guide them effectively."

In relation to the group factor Johnson and Johnson (1975, p. 1) state:

> Belonging to groups is the most important aspect of your life. The quality of your life depends upon the effectiveness of the groups you belong to, and this effectiveness is largely determined by your personal group skills and knowledge of group processes and . . . our personal identity is derived from the way in which we are perceived and treated by other members of our groups.

D. Research Questions

The specific research questions investigated in this study were as follows:

1. What changes in self-concept as measured by the Tennessee Self-Concept Scale (TSCS) occurred in

participants on a twenty-two day Outdoor Education Leadership Course?

2. What factors in the total experience of the Spring 1980 Outdoor Education Leadership Course induced changes in the participants?
3. What new factors, not presently identified, induced changes in the participants?
4. What elements of the communication factor induced changes in the participants?
5. What curriculum activities during the outdoor leadership course induced changes in the participants?
6. What benefits did participants receive from these curriculum activities?
7. What kinds of and how many problems did participants have in living in groups?
8. How were these group living problems solved and/or not solved?

E. Definition of Terms

Leadership Team

The four members who acted as leaders in the Camrose Lutheran College Outdoor Education Leadership Course.

Communication Skills

The programmed elements of communication theory and practice sessions, camping group debriefing, individual student assessments, high's and low's and closure activities

(refer to Chapter 1, p. 13).

Environment

The physical geographical areas of the CLC Outdoor Education Leadership Course: The Bighorn Range of the Rocky Mountains, the Clearwater River, Pioneer Ranch Camp and the Camrose Lutheran College campus.

Curriculum Elements

The planned program activities of the CLC Outdoor Education Leadership Course, e.g. backpacking, canoeing, orienteering, "acclimatizations", debriefings, campfires, etc.

Participants

The seventeen students taking the CLC Outdoor Education Leadership Course. The course participants were divided into four camping groups. Each group needed a person with a first-aid experience, a person with bush experience and a person who was able to relate well to all members of the group. The groups then picked a name for themselves so the leaders wouldn't identify with one person in the group. The names of the groups were:

1. Happy Wandering Mountain Goats.
2. MPCs - which stood for Malasia-Provost Connection.
3. RCs - which stood for Roman Catholics, RCMP and Right-On Cooks.
4. F-Troop.

X-Factor

The unknown events that happen during the outdoor experience that were not planned. However, some of them may be planned for, e.g., emergency back-up plan.

Spiritual Beliefs

The religious and spiritual beliefs and values that the leaders and participants have.

F. Conceptual Definitions

Outdoor Education

There are many definitions of outdoor education. For this study the definition used is: "Outdoor Education is education in, about and for the outdoors" (Donaldson and Donaldson, 1973, p. 7).

Self-Concept

"It has been shown that the way an individual perceives or sees himself is directly related to that person's personality and state of mental health" (Fitts, 1965, p. 1).

For this study the definition used for self-concept is: " . . . the way he sees himself; the set of characteristics he associates with himself; the set of inferences, drawn from self-observation in many different situations that describe his behavior patterns" (McDonald, 1965, p. 433).

G. Assumptions

1. The behavior, events and activities described in

this research are typical of behavior, events and activities which occurred in other groups experiencing the Camrose Lutheran College (CLC) Outdoor Education Leadership Course.

2. The behavior, events and activities described in this research are similar to other outdoor programs offered by other organizations and institutions (except for the communication aspect).

H. Significance of the Study

The author found through his own outdoor experience and through the review of literature that most outdoor programs are trying to change their participants in some way. This process of change most times is linked in some way to a person's perception of themselves, that is, a participant's self-concept.

What this study intends to do is organize the broad components of an outdoor experience into factors in such a way that allows these factors to be tested and evaluated to find out the degree they affect the positive self-concept change of participants during the outdoor experience.

What is different about this study is the concentration on the communication skills factor to see if it has a positive effect on participants' self-concept development. Also, the components of the communication skills factor have been divided into elements for analysis of their effect on participants' self-concept change.

This information may be useful to leaders who take groups into the outdoors so that they may have the greatest change occurring in participants because the leaders are planning and implementing programs based on factors and elements which have been identified as causing change in participants' self-concept.

This study is only part of the research needed to expand the understanding of the factors and elements that cause self-concept change in the participants through outdoor education experiences.

I. Choice of Intervention

The author focused on developing communication skills, debriefings, highs and lows and individual student assessments in a college outdoor education leadership course.

The author took undergraduate courses at Camrose Lutheran College in outdoor education. Part of these outdoor education courses focused on the development of group relations. The author had also been involved in other outdoor courses at other institutions;, University of Alberta, Edmonton; Blue Lake Centre, Hinton; Yammuska Centre, Calgary, which did not focus on group relationships or communication. The author was able to compare and contrast the different teaching styles and course contents. The personal benefit from content emphasizing people skills instead of physical skills prompted the author to continue

focusing on people development, specifically small group relationships and communication, instead of outdoor skill development.

The following paragraphs from an evaluation of the effects of Outward Bound reinforces the need for action research projects in outdoor education to focus on people development instead of skill development.

> Dave [Outward Bound Instructor] encouraged us to be up front with our feelings but didn't force the issue. Personal insights were our own responsibility. Only one meeting was held with the purpose of discussing feelings and group conflicts. This was not especially successful; the words spoken had little to do with the feelings expressed on the trail. My attempts to share my emotional experiences fell flat, and no one else made any similar efforts. Dave thought we should work out conflicts and personal discomforts on our own. Thus, many conflicts were unresolved; many feelings remained unexplained. Failures or personal losses were left undiscussed.
>
> The two weeks in which the same people are on patrol together are full of potential for interpersonal experience and growth. Whether the potential is realized is determined by the composition of the group and the philosophy of the patrol leader (Smith, Gabriel, Smith, Padia, 1978, p. 38).

The above paragraphs are in contrast to what Outward Bound (refer to Chapter 2, p. 37) says about debriefing and communication in their programs. It is also in contrast to a reply by Leslie Emerson, Program Director, Colorado Outward Bound School, to the author's letter requesting information on Outward Bound's use of debriefings in their programs.

> April 15, 1980. We have nothing written down pertaining to our debriefing sessions nor do we have an explicit format. Debriefings are utilized for our significant events/activities during an Outward Bound course and are means for facilitating people's feelings, reactions, thoughts about what happened. The issues talked about

> vary depending on the people, the situation, etc. Our staff are excellent teachers and facilitators and have a great deal of autonomy in terms of how they orchestrate and structure these sessions.

The author's decision to do this intervention is based on the fact that outdoor leaders need specific skills to communicate with students. Outdoor leaders also need specific activities to help students manage conflict with the leadership team and to help students manage conflict that arises from living in groups in an outdoor experience.

The author's reason for choosing this intervention is summed up in this statement by Coutts (1980, p. 151):

> Although some research has been carried out regarding personality changes as people who participate in wilderness programs, it is not the wilderness environment itself which induces the change; rather it is the human social environment and the program which is carried out within the natural environment that has the effect on personality.

J. Choice of Client System

The author chose Camrose Lutheran College (hereafter CLC) as the client system because the author had done undergraduate studies at the college as well as instructing in their outdoor courses so was familiar with the program and its content.

Professors Dr. Garry Gibson and Dr. Dave Larson already had begun focusing on communication skills and group dynamics in their outdoor courses. Thus, they were receptive to the type of intervention to be done. As well, the professors had had a working and friendship relationship with

the author and with the other instructor - the author's wife, Ellen.

The author believed the leadership team would be more effective because all the instructors were in agreement with the purpose, philosophy, goals, content and implementation of the outdoor leadership course and the intervention to be done in it.

Also, the author had a trial run of doing the intervention in this same outdoor course in 1979. Research was done on that course by Ian Coutts who focused on leadership development. One of the results Coutts (1980) found was that the ability to share in a group and ability to communicate with and understand others were the two major changes perceived by participants as a result of significant activities during the outdoor course.

Lastly, the author knew the results from this intervention would be implemented in other outdoor education courses at Camrose Lutheran College. These conditions made it personally rewarding for the author to do this intervention in this client system.

K. Description of the Intervention

Theories

The author used the Pinch Theory by Sherwood and Scherer; the Interpersonal Communication Process by Johnson; the Interpersonal Gap by Wallen and the Johari Window by Luft and Ingham (Appendix D).

The author used these theories because of their simplicity in presentation. As well, the author believed the participants could relate the experiences they were to have in the outdoor experience with these models and that this would then influence their behavior and self-concept (refer to Chapter 2, p. 46).

Practice Sessions

Presentation of the preceding theories and practice sessions, using Wallen's Communication Skills of Behavior Description, Paraphrasing, Description of Feelings and Perception Checks were done at the CLC campus. Also, getting acquainted activities and a session on expectations and fears were held (Appendix E). These practice sessions were done with the course participants and the leadership team together.

Debriefings

Three debriefings (Appendix F) were held with each of the four camping groups during the outdoor education leadership course at the Bighorn River, Pioneer Ranch Camp and in the van on the way back to the CLC campus. A questionnaire (Appendix G) was given to each student the day before the second debriefing at Pioneer Ranch Camp to help students focus on their group's interactions.

One leadership team debriefing was held during the course at Elk Creek. There was to have been a second leadership team debriefing at Pioneer Ranch Camp but the

X-factor of the North Saskatchewan River flooding forced the instructors to look for another river to paddle on, thus cancelling the debriefing. Each debriefing was handled by two members of the leadership team. One leader initiated the debriefing and the second leader was an observer and filled in with comments as necessary (Appendix F).

Individual Student Assessment

One individual student assessment (Appendix H) was held at Elk Creek. The seventeen course participants were assessed by the four leaders on the criteria of Leadership Qualities, Biological Concepts, Physical Skills and Knowledge, Communication Skills and Other Comments.

Students met privately with the leadership team and were asked at the start of the assessment their reasons for taking the course and any feedback they wanted which was not covered in the four major categories of the assessment.

The assessment was also used to clear up problems between individual students and the leadership team.

Highs and Lows

Informal sharing sessions of the high points and the low points of the course were held three times at Tershisner Creek, Shankland Valley and Rock Creek.

Closure Activities

A formal closing campfire at an unnamed camping spot along the Clearwater River was held the second last evening

of the course. Camping groups and the leadership team were to present songs and skits about their experiences during the course.

Timetable for Interventions During the Spring 1980 CLC Outdoor Education Leadership Course

Phase I - Camrose Lutheran College Campus

Day One:	Getting acquainted - 1 hour
	Communication Skills Part I - 2 hours
Day Two:	Expectations and fears - 1 hour
	Communications Skills Part II - 2 hours

Phase II - Backpacking in the Bighorn Range of the Rocky Mountains

Day Six:	Highs and lows campfire - Tershisner Creek
Day Eight:	Group debriefings - Bighorn River
Day Ten:	Highs and lows - Shankland Valley

Phase III - Pioneer Ranch Camp

Day Twelve:	Participants given group questionnaire
Day Thirteen:	Group debriefings
	Leadership debriefing (cancelled)

Phase IV - Clearwater River

Day Seventeen:	Leadership debriefing - Elk Creek
Day Eighteen:	Individual student assessments - Elk Creek
Day Nineteen:	Highs and lows - Rock Creek
Day Twenty:	Closure campfire - along Clearwater River
Day Twenty-one:	Group debriefings - in van on the way home

Phase V - Camrose Lutheran College Campus

Nothing

L. Overview of the Program (CLC brochure 1980)

Phases

I - May 24 - May 27	Camrose Lutheran College Campus
II - May 28	Travel to Nordegg
- May 28 - June 4	Backpacking in Bighorn - Brazeau Ranges
III - June 4 - June 7	Resident Camp - Pioneer Ranch Camp, Rocky Mountain House
IV - June 7 - June 12	Canoeing on Upper Clearwater River (Elk Creek Campground to Forestry Trunk Road)
V - June 13	Return to Camrose - (Banquet)
- June 14	Exams and good-byes - Camrose Lutheran College Campus

Locations in which we do our backpacking and river canoeing may change depending on how long it takes for snow to leave the higher elevations and depending on river conditions.

The course schedule, as tentatively planned, is to spend the first four days on the Camrose campus in preparation for the out-trip. This will include skill training, organization procedures, testing, planning and philosophy.

We will leave Camrose early on the morning of the fifth day, travelling via the David Thompson to the old mining town of Nordegg. We will pack into a base camp that afternoon and spend the next seven days working our way around in the Bighorn Mountain Range.

Midway in the course, we will spend three days in a resident camp where we will experience some aspects of a permanent camp. Here the emphasis will be on a final skill evaluation in orienteering, canoeing skill-training for the river trip and the nature of an aquatic community.

The next six days will be spent learning white water canoeing on the upper reaches of the Clearwater River.

The final two days will be spent at Camrose Lutheran College returning equipment, writing exams and saying good-byes.

The CLC Outdoor Education Leadership Course attempts to provide:

> . . . unique experiences not only in becoming more effective in the physical skills of living and travel but also in learning the communication processes of living with others in a small Christian community completely emersed in the power and impact of nature (CLC pamphlet, 1980).

To achieve the experience, participants are placed in camping groups of four or five. They remain in these groups during the backpacking and canoeing phases of the course. This enhances the individual's ability to cope with small group living.

During on campus phases and while at Pioneer Ranch Camp, participants mix with the total community. Participants are taught communication theory and skills in order that they may function more effectively in the small group and large community.

The focus on wilderness living and travelling skills is

taught through backpacking, canoeing, orienteering and basic camping skills while in the Rocky Mountains and on the Clearwater River.

To become attuned to "the power and impact of nature", biology is taught with the added emphasis on sensitivity to nature through Van Metre acclimatization exercises.

As much as possible the experiences of the Outdoor Education Leadership Course are planned so that students have a "reality confrontation" with themselves, with others, with nature and with God.

M. Changes in the Action Research Project

Originally this action research project was to include a leadership manual for outdoor instructors to enable them to teach communication theory and skills and to use debriefings in outdoor experiences. As the author worked on this action research project it was realized that the development of a communication skills manual for leaders would encompass another hundred pages. The author decided not to develop the manual at this time because it was not necessary for the completion of this action research project. An outline for the components of this communication skills manual for outdoor leaders can be found in Appendices D, E, F, G, H and I.

N. What Went Well

The total intervention went well. The author believes

that because of the trial run of this intervention in 1979, many of the problems of the theories, practice sessions, debriefings, individual student assessments, highs and lows and closure activities had been resolved. One of the main ways these were resolved was in the writing up of lesson plans for the theories. As well a structured format with specific questions was written and used for the debriefing sessions. This organization made the debriefings more effective and useful for the leaders to implement. As well, it increased the quality of the feedback received by participants during the debriefings. This was in contrast to one group debriefing during the 1979 Spring trip in which the group was concealing feelings and thoughts until ten minutes from the CLC campus when everyone in that group pulled the pins on their hand grenades and threw them into the middle of the group. That was an experience the author is still gaining valuable information from.

O. What Did Not Go Well

What did not go well were the leadership team debriefings. They did not go well because the first leadership team debriefing lasted only fifteen minutes and the record debriefing was cancelled. This happened because of the pressure on the leadership team in carrying out the program they were responsible for. The important learning that came out for the author was that this leadership team was highly skilled in the communication skills and thus

resolved their problems on a one-to-one basis.

CHAPTER 2

REVIEW OF LITERATURE AND RELATED RESEARCH

A. Introduction

The purpose of this chapter is to:

1. Review the literature related to self-concept.
2. Review the literature related to communication.
3. Review the literature related to groups.
4. Examine three theoretical models related to personal change through programming in the outdoors.
5. Review the literature related to outdoor education.

B. Review of Literature Related to Self-Concept

1. Introduction

The intent of the review of literature related to self-concept is to familiarize the reader with this intervention by having the reader have a general understanding of the term self-concept. This will be done by first providing a broad definition of the word self-concept. Next, the review of literature will trace some of the major historical roots of the development of self-concept theory by some of the more important figures in sociology and psychology. After this the review of literature will concentrate on those figures in sociology and psychology and how they viewed changing a person's self-concept.

2. Definition of Self-Concept

At the core of each person's perceptual field are the perceptions about self. While situations may change from moment to moment or place to place, the beliefs people have about themselves are always present factors in determining behavior.

The self-concept includes all those aspects of the perceptual field to which we refer when we say "I" or "Me". It is the organization of perceptions about self that seems to the individual to be who he or she is. It is composed of thousands of perceptions varying in clarity, precision and importance in the person's peculiar economy.

Each of us has literally thousands of ideas or concepts about self: who we are, what we stand for, where we live, what we do or do not do, and the like (Combs, 1978, p. 17).

3. Historical Development of Self-Concept

William James (1904, p. 291) stated:

In the widest possible sense, however, a man's self is the sum total of all that he can call his, not only his body and his psychic powers, but his clothes and his house, his wife and his children, his ancestors and friends, his reputation and his works, his lands and horses and yacht and bank account.

The first part is the "self-as-object" which is the individual's perceptions and evaluations of himself as an object. The second part is the "self-as-process" which is a reference point and integrative centre for evaluating new experiences and co-ordinating adjustive behavior. These parts were distinguished as the "Me-the-self-as-known and the I-the-self-as-known".

Whatever I may be thinking of, I am always at the same time more or less aware of myself, of my personal existence. At the same time it is I who am aware; so that the total self of me . . . must have two aspects discriminated in it, of which for shortness we may call

one the Me and the other the I (James, 1890, pp. 181-182).

James further divided the Me into three categories: (1) material me - one's body and the clothes which cover it, one's immediate family, one's home and with varying degrees of importance, the objects and property one has amassed, (2) spiritual me - the entire collection of me, states of consciousness, my psychic facilities and dispositions, (3) social me - recognition that man receives from other people.

Freud distinguished three major structures of the mind: the "id", the "ego" and the "super ego". The id consists of all the various drives which seek immediate satisfaction. It abides by the pleasure principle, is unconscious and is dominated by "primary process" organization - the organization of memory and thought in terms of drives and the affects associated with their frustration or gratification. The ego consists of psychic apparatuses; perception, memory, etc.; which enable the individual to perceive to think, to act upon his environment. It also includes the psychic structures of defense and control which resulted from the id's previous encounters with reality. The ego is governed by the reality principle and has the function of serving both the id and reality by harmonizing their potentially conflicting requirements. It acts for the id by seeking gratifications for it in reality and it acts for reality by constraining and delaying inappropriate

satisfaction and by transforming the drives so that they are more in line with social reality. The super-ego is the unconscious which is concerned about whether a thought or act is right or wrong, good or bad. It develops from the values of society and by the individual's own examination of values.

To Freud self-concept was a product of trauma between the Id, Ego and Super-Ego that happened to the child while growing up. Freud saw the first three stages of development - oral, anal and phallic - as major determiners of adult personality. However, each stage of development including latent and genetal poses demands which must be met and arouses conflicts which must be resolved if the individual is to reach maturity.

Freud also noted the influence parents and family have on personality. The "Ego Ideal" is the person whom the child loves, admires or fears. Through the process of identification the child comes to imitate the values and attitudes of other people such as parents and later on teachers, peers, leaders of youth groups, heros of adventure and romance and attractive movie stars.

Kagan and Moss (1969, p. 329) agree with Freud stating, "The question of 'who and what am I?' begins at age two or three and not at twelve."

For Jung the self was not something that unfolds in the course of growing up; rather it is something that must be achieved and that achievement could only come about by great

effort. "It is the ultimate goal of life, which most people seek but few reach" (Coleman, 1964, p. 642). Before the self can emerge, the various components of personality must become fully differentiated. For this reason Jung believed the self could become evident only after middle age. Up until middle age, Jung considered a person was not fully evolved.

Jung's "personality theory", in addition to the personal unconscious individual's experience which once were conscious but which have been forgotten, supressed or represent also believed the individual has a "collective unconscious" consisting of social memories established through the thousands of years of man's existence and inherited in the structure in the form of "primordial images", or "archetypes". These will also have an affect on a person's self-concept.

Festinger's (1957) "theory of social comparison" assumes that people are driven to find out whether their opinions are correct and that this produces behavior in people directed towards obtaining an accurate appraisal of their own abilities. Festinger went on to conclude that the drive to evaluate accurately one's own opinions or abilities may paradoxically lead one to change them so as to make them closer to the opinions or abilities of others who are available for comparison.

Festinger's (1957) "theory of cognitive dissonance" went on to indicate the need to have seemingly consistent

knowledge.

Festinger (1957, p. 68) summarizes the core of his theory as:

1. There may exist dissonant or "nonfitting relations" among cognitive elements.
2. The existence of dissonance gives use to pressures to reduce the dissonance and to avoid increases in dissonance.
3. Manifestations of the operations of these pressures include behavior changes, changes of cognition and circumspect exposure to new information and new opinions.

Mead (1934, p. 87) viewed the self as a developmental phenomenon; he remarked that "it [the self] is not initially there, at birth, but arises in the process of social experience and activity." Mead proposed that the child learns to see himself as an object or a "me" through imagining how referent others see him. This process took the form of "play" and "game".

In play the child takes on a set of dual roles; his own and that of some other person, e.g. teacher or mother. Such activity affords the child the opportunity to explore attitudes held by others towards himself. Mead (1934, p. 187) says, " . . . by taking the role of the other the child learns to regard himself from an external view".

In organized social activity; "game", the child must have the attitudes of all the others involved in the activity.

"Each of his acts is determined by his assumption of the other" (Mead, 1934, p. 187).

Cooley (1902) in his "looking glass theory" assumed the way we imagine ourselves to appear to another person is an essential element in our conception of outselves. "Thus I am not what I think I am and I am not what you think I am. I am what I think you think I am" (Cooley, 1902, p. 200).

Fitts (1955) recognized three principle parts of the self which he referred to as subselves. These are the "self-as-object, Identity Self; the self-as-doer, Behavioral Self; and the self-as-observer and judge, Judging Self".

Haas and Mathi (1965) stated that earlier theorists suggested an individual's concept of himself was a direct response from the way he had been treated by "significant others" and that the individual's concept of self is functionally dependent upon the response of others.

In Stimulus-Response Theory personality develops through the continual interaction of the growing individual with the environment. In this process the child learns the assumptions he makes about the world and himself, acquires a pattern of motives, develops various competencies and learns to respond to stimulus events in given ways. The individual is continually reacting to and being changed by stimuli; his reactions in turn, change stimulus situations in ways that may influence his subsequent behavior. Therefore, if the child has positive interactions as he is developing, he will have a positive self-concept. The reverse is also true.

Rogers was one of the first to view self-concept as a determiner of behavior. For Rogers, one of man's basic needs is to preserve and enhance the concept of self, "real-ideal self-concept discrepancy". The components of Rogers' (1964, p. 39) client-centered psychology are:

1. views the individual as having one basic striving - to maintain and actualize himself,
2. is phenomenological in character - emphasizing that the individual always reacts to situations in terms of his unique perceptions of himself and his world,
3. assumes that most individual's reactions are consistent with his self-concept,
4. emphasizes the self as the unifying and directing force in behavior,
5. stresses man's potential for self-growth and fulfillment.

Fundamental to the individual's self-structure are the assumptions about himself and the world:

1. reality assumptions - his view of things as he thinks they really are, of the kind of person he is and the nature of the world he lives in,
2. value assumptions - his view of the way things should be, of right and wrong, good and bad, desirable and undesirable,
3. possibility assumptions - his concept of how things could be, of possibilities for change, of opportunities for personal growth and social

opportunities (Rogers, 1964, p. 39).

For Rogers these three sets of assumptions provide the individual with a frame of reference, a consistent view of himself in relation to his environment which are essential for guiding his behavior. The individual's assumptions about reality, value and possibility provide him with a sense of self-identity, of who and what he is. They also give him a "self-ideal", a picture of what he could and should be.

Maslow (1978, p. 39) states, " . . . the fulfillment of self that human beings seek is actualization of the concept of self". Maslow has five stages of development for "actualization":

1. Physiological needs - food, water, oxygen.
2. Safety needs - security, stability, freedom from fear.
3. Belongingness and love needs - affectionate relationships with people and the feeling that one belongs in some social context.
4. Esteem needs - achievement, adequacy, mastery, reputation, recognition and importance.
5. Self-actualization needs - self-fulfillment, to actualize one's potential.

Self-actualization is " . . . to become more of what one idiosyncratically is, to become everything that one is capable of becoming" (Maslow, 1978, p. 39). In Maslow's stages of development the basic needs of "physiology and security" must be satisfied before higher ones can be

achieved.

Coleman (1964, p. 52) states:

> . . . there are two mainstreams in self-theory: existentialism and client-centered psychology. In contrast to the deterministic view of the individual with primitive urges, mental mechanisms and past experiences; the existentialists view the individual as free with the capability of finding and being himself and taking responsibility for his own existence.

4. Change of Self-Concept

> We acquire self-concepts in the same way we acquire other perceptions - as a consequence of behavior in the physical world. . . . We now understand that the most important changes in the self-concept probably occur only as a consequence of many experiences repeated over long periods of time. The little day-to-day events repeatedly chipping away at an individual's feelings produce the most pervasive effects on the self. . . . What makes the difference in human personality is not the trauma itself, but the complex of the experiences that hammered and molded a person's (accumulated) meanings to a stage triggered into explicit expression by some traumatic event (Combs, 1978, pp. 23-25).

Freud, Adler and Jung believed that once the core of a person's self-concept was established, it had a high degree of stability. Important changes in self-concept, like those related to values, attitudes or basic beliefs, occur much more slowly and sometimes only after long periods of time. Change, to be sure, is more rapid in the peripheral and less important aspects of self. Miles also believed the self-concept could be altered only gradually, employing intensive stimulation from people with whom the individual had established strong relationships.

Others such as Rogers, Skinner and Erickson believe self-concept is always capable of change. Stimulus-Response Theory

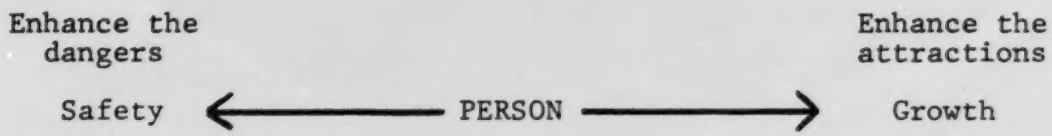
states, "The individual is continually reacting to and being changed by stimuli. . . ." (Coleman, 1964, p. 648).

Erickson (p. 121) states, " . . . basic personality changes can occur at any point of life, shaped by important decisions influenced by peers, acquaintances, spouses and others".

Combs (1978, p. 29) agrees with Erickson, adding:

> Generally speaking, the self of another person may be modified in two ways: (1) through the confrontation with some experience calling for a different view of self, or (2) through the evaluation of already existing experience (insight).

Behaviorists believe that self-concept changes as they "positively reinforce" or "extinguish" a "stimulus" in people.



(Maslow, 1978, p. 39)

Maslow considers the process of healthy growth to be a never ending series of free choice situations, confronting each individual at every point throughout their life in which a person must choose between the delights of safety and growth, dependence and independence, recession and progression, immaturity and maturity. Safety has both anxieties and delights, growth has both anxieties and delights. Maslow believes we grow forward when the delights of growth and the anxieties of safety are greater than the

anxieties of growth and the delights of safety.

C. Review of Literature Related to Communication

1. Introduction

The intent of the review of literature related to communication is to familiarize the reader with this intervention by having the reader have a general understanding of the term communication. This will be done by first providing a broad definition of the word communication. Next, the review of literature will show how communication is related to self-concept change. After this, the review of literature will show how communication is related to outdoor education.

2. Definition of Communication

McDavid and Harari (1978, p. 151) state:

> The most important differences between man and the subhuman animals is the fact that the human being makes use of elaborate symbolic systems to organize his cognitive experience, and thus in turn to organize his behavior.

They go on to describe communication as the exchange of ideas and experiences between individuals.

3. Communication as Related to Self-Concept Change

> The self-concept is the set of characteristics that a person associates with himself. It is formed by inferences from an individual's experiences. Such inferences may be made from direct observation of one's own behavior or from other people's descriptions and evaluations of one's behavior (McDonald, 1965, p. 24).

Talking, then is a valuable tool for influencing

behavior and self-concept of others. Frend, Sherwood and Bradford (1966) found a person's self-identity is influenced by the opinions that others have of him and which they communicate to him. The more that is communicated; the more change there is in self-identity.

Hoveland and Weiss (1957) found that the greater the prestige of the communicator, the more attitude change is produced. By prestige they referred mainly to how expert the communicator was perceived to be in the area of concern and how much he is respected by the individual receiving the communication.

Byrne (1977) and McMillan (1977) found that as a result of social learning over time the self-concept is developed on the basis of evaluation by others which is communicated during interpersonal relations.

Advocates of sensitivity training and human relations training are almost unanimous in their belief that all participants increase in self-understanding as a result of being in a sensitivity group. This understanding, they feel, develops primarily on the basis of the constructive "feedback" to the individuals from others in the group (Matheson, 1971).

4. Communication as Related to Outdoor Education

The need for communication skills in outdoor experiences is exemplified in the following excerpt taken from the diary of a Colorado Outward Bound student:

> On the second day out we were traversing a rock field half way up a ridge behind Sheep Mountain. We had agreed upon one route but midway Leslie decided we should change directions and aim toward what seemed to be an impassable ledge. Alternately yelling and crying she led us into a steep section of loose rock. At that point she told me to take the lead, blaming everyone else for losing the trail. My anger got the best of me and I sat down, refusing to move. I told her to take responsibility and lead or I would sit there all day. After tears, name-calling and recriminations, she led us to the top of the saddle. The fight took more out of me than had the climb (Smith, Gabriel, Schott, Padia, 1975, pp. 38-39).

Grant (1979), working with juvenile delinquents in an outdoor camp on Vancouver Island, found discrepancies in change of self-concept in four camping groups. Grant concluded that the discrepancy may have been due to different leadership styles and that greater positive feedback from the counsellors and the program activities is required to improve self-concept for the participants.

One of the counsellors during this outdoor experience agreed with Grant (1979, p. 101), "Frank answered, 'I didn't know what to do either. You know I only feel 50% adequate in this job. Our training was a farce; no counselling skills, only training for the outdoors'."

From the research Grant (1972, pp. 104-109) made these conclusions:

1. Intervening in the correct manner and making the intervention a positive experience requires training and skills which Frank did not have. To be employed in a camp situation such as Metchosin, the counsellor must possess not only skills for

the outdoors, but more importantly counselling and intervention skills.

2. The lack of group and individual feedback was one of the major faults of the camp's program - in general there was no regular time to give positive as well as negative feedback.
3. The effectiveness of the treatment is not the result of the wilderness experience per se, but rather from the open communications and counselling that resulted between staff and delinquents engaged in a common experience.

Berube (1976), working with juvenile delinquents from the Youth Development Centre in Edmonton, Alberta, had debriefing sessions to discuss and share experiences following such camp activities as rock climbing and initiative games. Berube (1976, p. 23) hoped that through these meetings better understanding of the experiences or the problem could be developed and that " . . . the experiences will be translated into personal insights and be transferred to one's life situation back at the institution."

The Colorado Outward Bound School Instructor's Manual (1977, pp. 8-22), provides its instructors with a purpose for, guidelines of and timing of when to have communication between course participants during briefing and debriefing sessions.

1. Formulate a plan with the students to facilitate

effective briefing and debriefing of major activities.

2. Encourage communication and cooperation in the whole process of resupply to develop some sense of the larger community of the course as a whole and of concern for others besides members of one's patrol.
3. To sort out unresolved problems among the students and use the resources of other instructors and the Course Director for getting and providing feedback to individuals and the patrols.
4. A few minutes spent with each student by the instructor can produce significant data for both and an occasion for individual feedback from the instructor.
5. The debriefing of the final expedition groups can be one of the major learning experiences of the course. Instructors should combine or share with one another these responsibilities and seek to obtain from students as much information as possible about the style of leadership and decision-making that took place, the mistakes that were made, the interaction among members of the group, and whatever conflicts arose.
6. The patrol debriefing is one of the most essential activities of the course. It provides the opportunity for the patrol to review expectations

and achievements, resolve individuals' disagreements, express criticisms and end the course on a positive note. It is also the last opportunity for sharing and integrating the experience of the course. The instructor should play the key role in raising issues, receiving events and encouraging feedback and sharing. The patrol debriefing should be carried out in a formal manner.

As yet these ideas and guidelines about communication. briefings and debriefings are not being done at the Colorado Outward Bound School in an organized and structured manner (refer to Chapter 1, p. 11).

Coutts (1980, pp. 82-128), in assessing leadership on a twenty-one day outdoor course which focuses on communication skills, debriefings and group relations, came to these conclusions about the Camrose Lutheran College Outdoor Education Leadership Course.

1. The experience described was significant for each of the participants, not only in the experience itself, but through the feedback offered later in debriefing and discussion sessions.
2. Communication within the group was effective and alleviated any conflict before it began, even in potentially stressful situations like getting lost.
3. Feedback between group and Leadership Team at debriefing allowed an understanding of the

leadership process which had been operating on that particular day and "cleared the air" between the actors.

4. "Communication skills" and "a willingness to listen" were rated by some participants as a leadership attribute.
5. The Leadership Team had a high level of competency in communication skills and acted as teachers and role models in promoting the skills of communication.

Gibson (1977, pp. 236-274) in developing a model (refer to Chapter 2, p. 53) to train people in the out-of-doors, suggests the following in relation to communication skills and debriefings:

1. Those people who desire to maintain in-group rapport are best able to do so if they have experience in communication skills, informal or formal, and who have been involved with groups where they have meaningful risks.
2. If there is little guidance in the communication skills and group debriefings, those individuals in the groups that want to achieve good group functioning, will accommodate by attempting to be more tolerant, cooperative and long suffering.
3. Group communication skills and debriefing sessions enable students to function more effectively with each other under all outdoor conditions.
4. The characteristic that is most crucial to the

leadership process in this [outdoor] setting is the ability to communicate with others and to motivate them to action.

5. Regular leader-group meetings to maintain communication flow and resolve feelings over conflicts of interest, are essential to guarantee effectiveness of the leadership team with the students.
6. Group communication skills, if initiated before the expedition and if practiced during the expedition, will facilitate group growth.
7. It was found that in those groups where human relations skills were not only taught, but put into practice in the debriefing process that the students gained a greater insight into how they, as people, communicated with others. Conversely, when groups were left on their own, the individuals came away from the experience frustrated in that they knew something was wrong in the group but were not able to have a resolution of the conflict. The students preferred to know "where they were at" even if they could not resolve their differences, than to feel negative vibrations in the group and not know what they were about.

D. Review of Literature Related to Groups

1. Introduction

The intent of the review of literature related to groups is to familiarize the reader with this intervention by having the reader have a general understanding of the term groups. This will be done first by providing a broad definition of the world groups. Next, the review of literature will show how groups are related to self-concept change. After this, the review of literature will show how groups are related to outdoor education.

2. Definition of Groups

Johnson and Johnson (1975, p. 1) describe a group as:

> a collection of persons in face-to-face interactions, each person aware of his own membership, each aware of the membership of others, and each getting some satisfaction from participating in the activities taking place.

Johnson and Johnson (1975, p. 3) go on to say that any effective group has three core activities:

1. accomplishing its goals,
2. maintaining itself internally,
3. developing and changing in ways that improve its effectiveness.

Cohen and Smith (1976, p. 30) bring us to the stark reality of what a group really does and is for; stating "Living in groups is a matter of survival; there is no alternative to living in a group."

3. Groups as Related to Self-Concept Change

Popenoe (1974, p. 121) says, " . . . the sense of self can only come about as a result of social interaction." Many social researchers agree that a "positive social climate" enhances an individual's self-concept (Treshaw, 1975, Gorman, 1969; Schmuch and Schmuch, 1971).

Combs, Avila and Purkey (1978, p. 19) state, "In becoming a member of a group, the self-concept is expanded to include other members." People learn who they are and what they are from the way other people treat them. Festinger (1951) and Israel (1950) demonstrated that prestige in a reference group was a determiner of a person's self-evaluation.

Mead thought the development of the self required a person to take on the attitudes of the group towards the group's social activity. A child did this in the form of "play". In the second stage of development, "games", a person experiences their social group as an organized community of attitudes, norms, values and goals which regulate a person's behavior and the behavior of others. Although each self is shaped through participation in the social process not all selves will be alike. Mead (1934, p. 188) asserted that each individual self will have "its own peculiar individuality, its own unique pattern" because each has experienced the social process from a slightly different perspective. Mead (1934, p. 19) states:

> The individual experiences himself as such, not directly but only directly, from the particular standpoint of other individual members of the same group, or from the generalized standpoint of the social group to which he belongs.

Kelly (1952) distinguished between two functional types of reference groups, the normative and the comparative. The normative type sets and maintains standards for the individual, it serves as a source of values which a person assimulates; the comparative serves as a standard of comparison relative to which the individual evaluates himself and others, it enables a person to evaluate his position relevant to that of others.

Singer and Singer (1909) believe that a person will employ a variety of reference groups or individuals at different times, and the particular group or individual employed at a particular time will depend upon complex factors, one of which is the particular facet of oneself which is being evaluated.

McDavid and Harari (1968) found that as the individual moves from one area of social interaction to another, he may find himself occupying different positions in different groups, and thus subjected to different kinds of demands influencing his behavior. Consequently, a person may, from time to time, encounter conflicting positional demands that make it difficult for him to find the appropirate role to be displayed.

In 1937, Stonequist introduced the word "marginal man" to describe the individual caught in the conflict of

simultaneous identifications with more than one reference group.

Adler went on to develop the school of Individual Psychology which holds that man is inherently a social being and that his most basic motivation is to belong and participate in the group.

The importance of the relationship between group and self-concept is clearly stated by Ardrey (1975, p. 272):

> We must know who we are and others must know who we are. Identifying with a group is important to satisfaction but identifying to oneself is vital. Both are indispensable though, because self-identity is often best found through a group.

4. Groups as Related to Communication

> Communication is the principle means by which individuals interrelate their behavior and in so doing are able to function as a group. Communication is essential to the emergence of group syntality; it is the means by which a group maintains its wholeness (Bradford, 1978, p. 227).

Carlsmith and Sears (1970, p. 159) agree adding:

> . . . the ability to communicate plays an important role in determining the performance of a group . . . obviously if two members are trying to talk to each other and have trouble understanding each other's message, they are unable to operate effectively.

Ohlsen (1963, p. 28) believes group processes provide students an opportunity to discover:

1. that his peers have problems too,
2. that, in spite of his faults, his peers will accept him,
3. that at least one adult, the counsellor, can understand and accept him,

4. that by talking with a trusted group of peers . . . he can better understand and accept himself and others and develop the will and the self-confidence to act.

Krywaniuk (1970, p. 29) found that there is more emphasis on interpersonal and affective behavior in group settings than the individual usually places in his interactions with himself, and an opportunity to learn about himself and his reactions in a unique situation; "one in which others attempt to provide a mirror to his inner self, as they see him..

Brigental and Tannebaum (1969) found that participants in the group experience find that the more authentic the communication, coupled with the chance to exchange candid feedback with others in the working out of meaningful relationship are valuable experiences.

In referring to groups in organizations, Schein (1969, p. 105) states:

> The key criteria for the choice of theory input is that the theory must be relevant to what the group already senses as a problem. There is little to be gained by giving important theory if the group has no data of its own to link to the theory. On the other hand, once the group has confronted an issue in its own process, I am always amazed at how ready the members are to look at and learn from general theory (refer to Chapter 1, p. 13).

The importance of communication within a group is summed up in this statement by Project Adventure (1976, p. 88):

> Finally, we feel that it makes very good educational sense and it is rewarding in a lot of other ways to make sure that students and adults who have worked as

> a group have a chance to sit down and collectively reflect on their experience together. These discussions don't have to be evaluations or feedback sessions or debriefings. Rather they can be valuable simply as a collective reflection of the ten hours or ten days that the group has spent together.

5. Groups as Related to Outdoor Education

Gorman (1966, p. 16) states, " . . . if a teacher is going to work with groups he should know what they are all about." Many researchers in the outdoors agree that the increasing use of the outdoors by school groups demands that teacher training now include experiences designed to improve teachers' competency in skills needed for the outdoors as well as having an understanding of the group processes occurring in that situation (Christie, 1972; Gabrielson and Holtzer, 1965; Hammerman, 1973; Holt, 1973; McNeil, 1963).

Cay (1966, p. 5) states that there is too much,

> . . . emphasis on skill building and not enough on assisting pupils to find personal meaning in the search for self and to build satisfactory relationships.

Gibson (1977) believes we exhibit a different self in different social groups and that we are a different self in different camping camps.

Petzoldt (1974, p. 130) states:

> Tentmates represent the closest one-to-one relationships of persons on an outing. Living in close quarters with another, often a complete stranger, and under expedition conditions, requires extra thought and consideration.

Loughmiller (1979, p. 54) elaborates on this idea adding:

> A group that is not functioning well can make a

> thousand mile trip and come back worse than when they left. Trips are not solutions to difficulties, but opportunities for growth.

Gibson (1977) carries on suggesting that in every outdoor situation where subjects are living in close contact with the natural world, it could be utilized according to the objectives of the institution to enhance learning and self-actualization.

Taini notes that while backpacking through the wilderness a group soon realizes that it has to mold itself into a unit capable of coping with natural obstacles, human variables and individual needs. Taini (p. 5) states, "All in all the experience deals with simplistic realities in a natural environment."

A two year research project by Dr. Don McNeil and associates of the University of Texas, showed that 85 per cent of the emotionally handicapped and delinquent boys who left Loughmiller's (1979) camp in Texas were able to lead responsible and successful lives. The study covered a twenty-five year period. The successful results were achieved by working with youth in the outdoors in small primary groups. The boys are guided by a group process employed continuously by two leaders.

> The group process is used all the time. It is a way of life, not just a tool employed occasionally as therapy. It is a consciously guided group discussion used in setting goals, determining procedures, evaluating performances, solving a problem or establishing norms of behavior (Loughmiller, 1979, p. 28).

Krieger (1973) found that the accelerated social process

and cooperative group living experience characteristic of the organized resident camp points to its usefulness as a therapeutic tool. Grant (1979, p. 9), who did research on juvenile delinquents in an outdoor experience on Vancouver Island comments, "The group is where the action is. Delinquents need to belong in and to it."

Gibson (1966) found that when students were randomly grouped in an extended camping environment, isolates increased. When the students were homogenously grouped according to social rank, isolates decreased. These findings suggest that camp grouping is an important factor to be considered in camp programs.

Davidson (1965), in comparing two different camp curricula, found that self-concept affected individual's interactions with others and that each child sees himself in ways according to the situation in which he finds himself. Davidson concluded that school camp does produce a positive change in self-concept and social relations of elementary school children.

Coutts (1980), in assessing the relationship between leadership and self-concept changes in college students, concluded that leaders need skills and knowledge of the process involved in living and working in small groups in the outdoors. Coutts (1980, p. 151) goes on to state:

> Although some research has been carried out regarding personality changes in people who participate in wilderness programs, it is not the wilderness environment itself which induces the change, rather it is the human social environment and the program which is carried on

within that natural environment that has the effect on personality.

E. Theoretical Models to Explain Change in the Outdoors

1. Introduction

The intent of the review of literature related to theoretical models to explain changes in the outdoors is to familiarize the reader with this intervention by having the reader have a general understanding of three of the theoretical models used in outdoor programs. The latter two of these models were used as the theoretical base for this study.

Vogel and Vogel (1974) state:

> . . . a strategy of change is necessary; a theoretical framework should guide the development of a [outdoor] program, and support and leadership and resources are necessary for its success.

2. The Outward Bound Process

The most successful outdoor centre in terms of numbers of people going through their programs, is Outward Bound. It has more than thirty schools situated on five continents.

Medrick (1978, p. 1) states:

> The underlying educational philosophy of Outward Bound has been identified primarily through the vehicle of an extended wilderness experience where physically demanding and stressful experiences are used to stimulate personal growth, interpersonal effectiveness and discovery of one's relationship to the environment.

Walsh and Golins (1976) explain the Outward Bound process using a linear model (Figure 1) showing stages

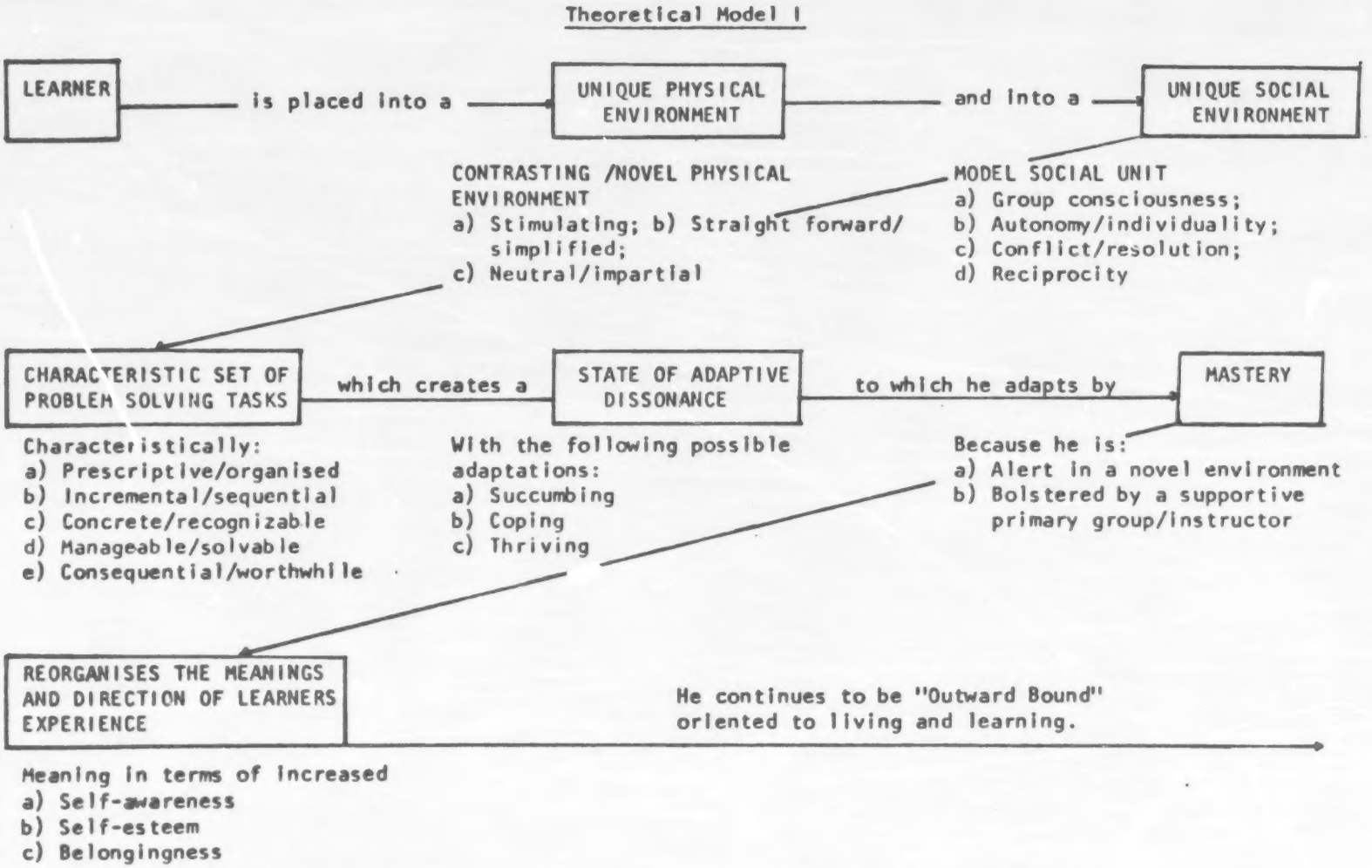


Figure 1. The Outward Bound Process. (Walsh and Golins, 1976)

through which the learner passes. The distinction is made between the process and the program in Outward Bound.

> A process exists as a generalized series of conditions, events and objects which interact to produce a desired effect. A program on the other hand, is a specific set of activities, sequence of events, for a specific population, which is limited in time and space (Walsh and Golins, 1976, p. 1).

The Outward Bound student is placed in a "unique physical environment" and a "unique social environment" and given a "set of problem solving tasks". Walsh and Golins (1976) go on to add that the Outward Bound process presents the overcoming of stress situations as the basis for their programs. By placing students in a "state of dissonance" where they are stressed, change and growth occurs by overcoming this dissonance (refer to Chapter 2, p. 32). They imply that no change or adaptation can occur without dissonance. The levels of achievement are stated in terms of "succumbing", "coping", or "thriving" through "mastery".

The Outward Bound process is implemented in its programs, starting with goals and objectives.

Goals and Objectives of an Outward Bound Program

1. Personal Development.
2. Interpersonal Effectiveness.
3. Environmental Awareness.
4. Experiential Learning.
5. Values Clarification.
6. Philosophy and Lifestyles (Medrick, 1978, p. 5).

The "activities" and "events" through which the goals and objectives are distilled into the Outward Bound program are called components.

Outward Bound Components

1. Skills Training.
2. Physical Challenge.
3. Stress Experience.
4. Problem Solving.
5. Self-Actualization.
6. Reflection.
7. Evaluation.
8. Service (Medrick, 1978, p. 6).

These components become more specified depending on the "specific population" - teachers, students, handicapped, juvenile delinquents, etc. - for the course and the length of the course.

Some of the outcomes of an Outward Bound program are stated in their 1974 Annual Report:

> Outward Bound courses are not easy, they are not meant to be. They are vehicles for personal growth. In accomplishing tasks they thought impossible, people learn to expect more of themselves than they dared before. In safe-guarding each other, they form a bond of mutual trust. They discover that many problems can be solved only by cooperation of all members of the group. A sense of service grows out of a new awareness that one has much to offer to others and much to gain.

3. Gibson's Outdoor Leadership Development Model

Gibson (1977), in a five year study of college students

in outdoor programs, developed an Outdoor Leadership Model (Figure II). In this model the natural environment completely surrounds the participants, curriculum elements, students and the leadership team. The curriculum is dictated to by the environmental situation although it is planned by the leaders.

Within these two circles of influence, group interaction takes place with "referent other students" and "referent leaders".

The interaction of the environment, curriculum elements, camping group, other students and leaders act together, separately or in combinations to change the person. This interaction is based on the student's own "state of readiness" for change. No outcomes are predicted by Gibson but change is implicit because of the interaction.

Research using the Tennessee Self-Concept Scale carried out by Coutts, Spring, 1979, and Benson, Spring, 1980, verify that change in self-concept in participants does take place in Gibson's Outdoor Education Leadership courses.

4. Benson's Factor Process Change Model

In striving for positive self-concept change in participants in outdoor experiences, the author, Benson (1980) began by looking at how outdoor programs were developed; this is the ideal program based on its "purpose" - What is the program for? and its "outcomes" - How will we know if we accomplished what we tried to do in an outdoor

Theoretical Model II

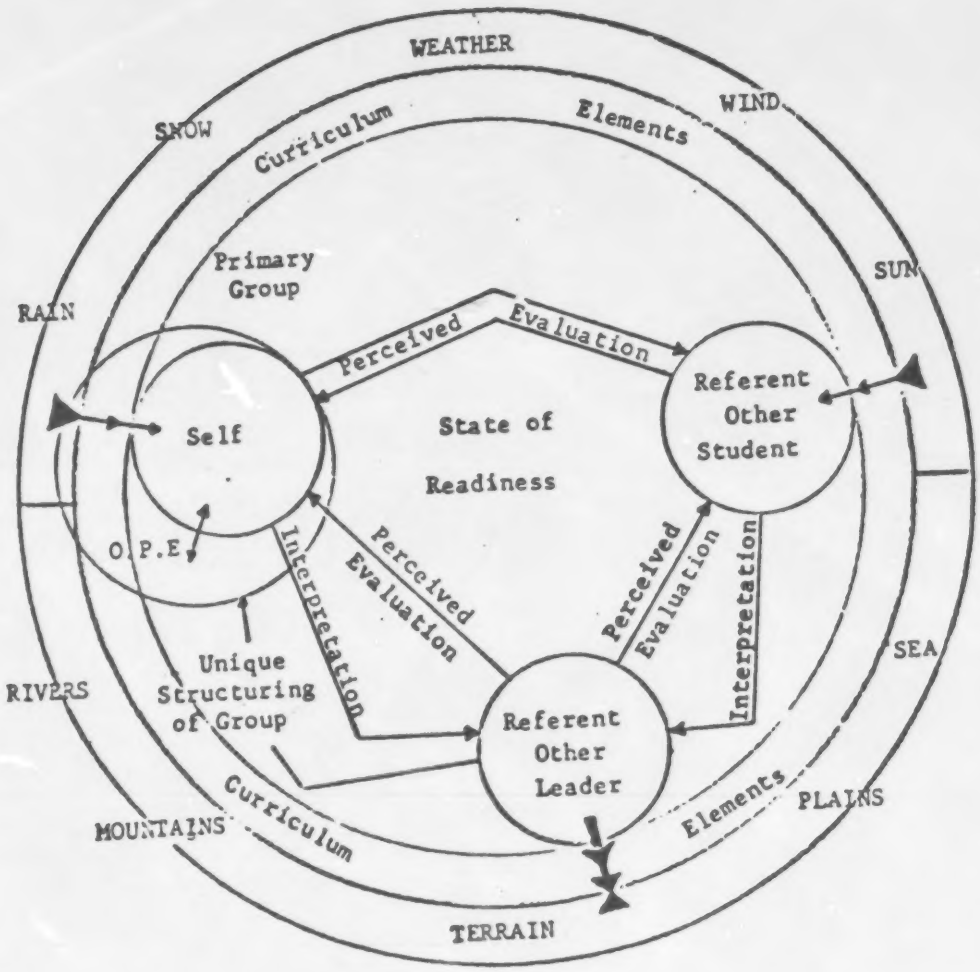


Figure II. The Outdoor Leadership Development Model.
(Gibson, 1977)

Theoretical Model #3

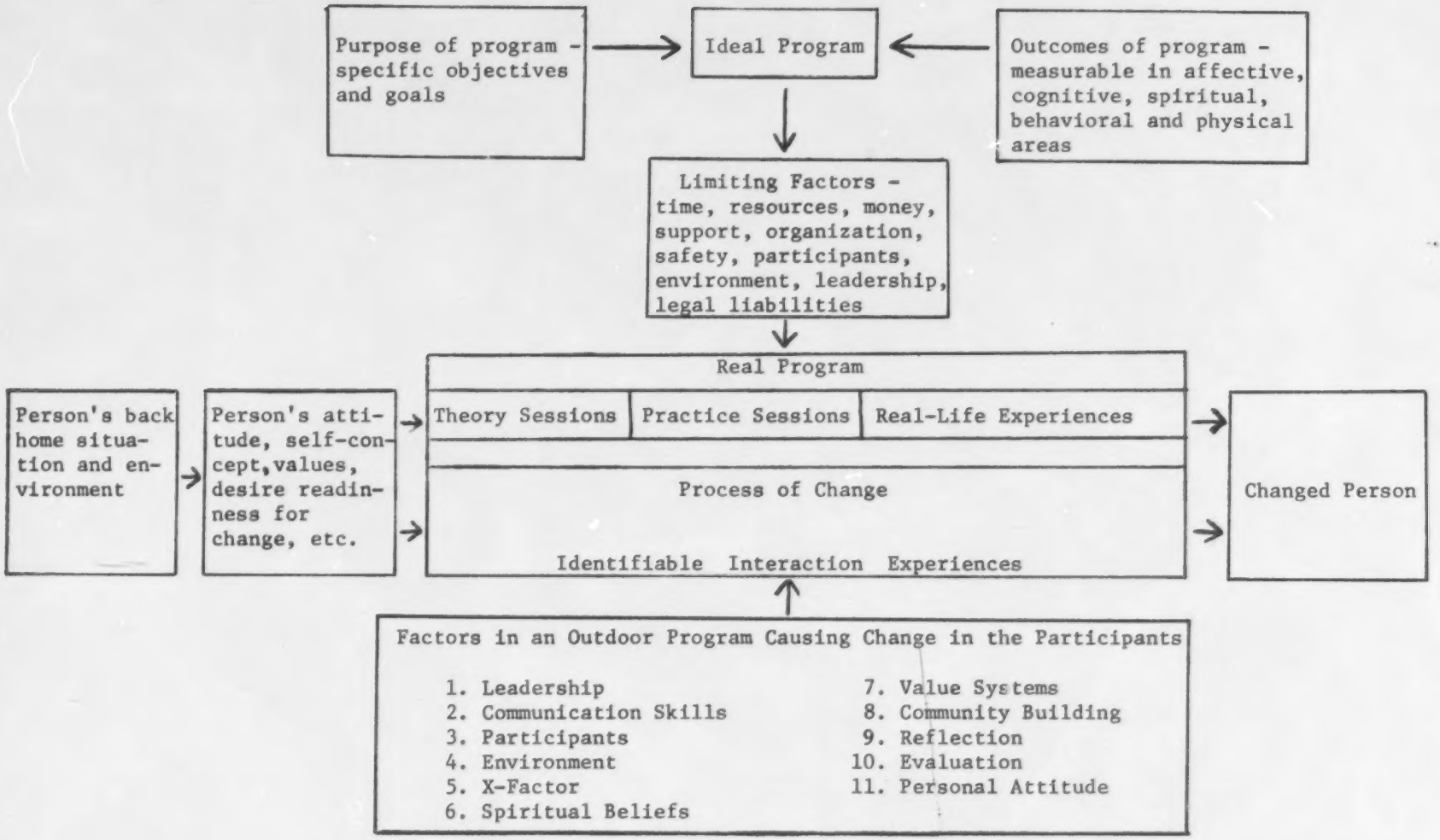

Purpose of program - specific objectives and goals
Ideal Program
Outcomes of program - measurable in affective, cognitive, spiritual, behavioral and physical areas
Limiting Factors - time, resources, money, support, organization, safety, participants, environment, leadership, legal liabilities
Real Program
Person's back home situation and environment
Person's attitude, self-concept, values, desire readiness for change, etc.
Theory Sessions
Practice Sessions
Real-Life Experiences
Process of Change
Identifiable Interaction Experiences
Changed Person
Factors in an Outdoor Program Causing Change in the Participants
1. Leadership
2. Communication Skills
3. Participants
4. Environment
5. X-Factor
6. Spiritual Beliefs
7. Value Systems
8. Community Building
9. Reflection
10. Evaluation
11. Personal Attitude

Figure III. Benson's Factor Process Change Model

program? The "ideal program" has "limiting factors" which synthesize it into the "real program" which has "theory and practice sessions and real-life experiences".

The participant comes into the program from their "back home situation and environment" with their own "personal values, attitudes, self-concept, desire and readiness for change".

The process by which participants change is through "identifiable interaction experiences". Benson (1980, p. 2) states:

> For a person to change, they need experiences. Experiences are anything or everything observed, done or lived through. This may simply be a thought or idea, or it may be a happening event or activity. . . . Secondly, for change to take place, there must be an interaction. This interplay takes place either within the person or between the person and the factor of the experience. . . . Thirdly, for maximum change to take place, a person must be aware of what helped them to change. The more they are able to identify the interactions and experiences that have changed them, the more they will change.

The factors in the outdoor program causing change in the participants may work totally together, singularly or in combinations of varying levels of intensity. Each factor is further divided into specific elements which may contribute to change in the participants (refer to Chapter 3, p. 133).

Benson (1980) believes that the more aware outdoor leaders are of the factors affecting a program, the better they will be able to plan their outdoor experiences for the greatest positive increase in self-concepts of their participants.

F. Literature Related to Outdoor Education and Self-Concept

1. Introduction

The intent of the review of literature related to outdoor education and self-concept is to familiarize the reader with this intervention by having the reader have a general understanding of how outdoor education is related to self-concept. This will be done by first providing a broad definition of the word outdoor education. Next, the review of literature will show how organized camps are related to outdoor education and self-concept. After this, the review of literature will concentrate on how correctional and mental health agencies have used outdoor education to change self-concept. Lastly, the review of literature will show how other organizations have used outdoor education to change self-concept.

2. Definition of Outdoor Education

Smith (1972, p. 20) defines outdoor education as:

> . . . simply a learning climate offering opportunities for direct laboratory experiences in identifying and resolving real-life problems, for acquiring skills with which to enjoy a lifetime of creative living, for building concepts and developing concern about man and his natural environment, and for getting us back in touch with those aspects of living where our roots were once firm and deep.

The improvement of a child's self-concept is considered by many educators to be one of the greatest contributions of extensive outdoor education in a natural environment (Brekke,

1977). In the outdoors a child can gain a better perspective of the world he lives in and his relationship to it. The child becomes more aware of the "powers of nature" as well as his own strengths and weaknesses.

Swan (1969, p. 43) comments:

> The basic underlying objective in outdoor education is change in students. But determining what type of change - conceptual, attitudinal, or behavioral - is desired and how to measure it is difficult. Professional opinion is the most commonly used tool.

Lloyd (1979), when reviewing the studies which have attempted to improve the individual's level of self-concept through application of various group strategies and programs, found conflicting results; the number of studies reporting no change in self-concept were roughly equal to the studies that did report a positive change in self-concept.

The author, when doing the literature survey, found many studies which would substantiate Lloyd's findings. Because of this, the author will include in the literature related to Outdoor Education and Self-Concept only those reports indicating a positive change in self-concepts of the participants. The reason for this is to concentrate on what other researchers have found that works and to apply this information. When a report indicating no change in self-concept is referred to it is because of other relevant data resulting from that study.

3. Organized Camps as Related to Outdoor Education and Self-Concept

Ashcroft (1957) reported that over half of 1,500 school

campers surveyed felt that their outdoor experiences had made them feel more self-reliant and happy about their usefulness to others.

Baker (1959) evaluated seven groups of campers attending New York University Camp at Stoalsbury, New York. Comparable groups of non-campers were used as control groups. The experimental group attending the camp showed more positive feelings towards themselves after the camp experience than before. These changes were in a greater magnitude than those of the control group although no statistically significant ratings were recorded. What is important is that a second administration of the post-test given ten weeks after the experience showed an even greater change.

These findings supported those of Davidson (1965) who studied two camps with different curricula. Davidson found positive self-concept changes in participants in both camps.

Becker (1960) using seventeen grade six classes from lower and middle lower class families on Long Island, found significant positive shifts in the self-concept of pupils of both sexes who had participated in a camping experience and that the social climate provided by the camping situation increased the feelings of confidence in the children, which was not matched by children who had not gone to camp.

A 1971 survey of two camps conducted by Jones and Swan revealed that parents saw increases in pupil self-confidence as one of the noticeable outcomes of extended outdoor

education experiences.

Coolbaugh (1972) tested underprivileged children who were sponsored for their company experience. There were seventy campers aged eight to fourteen years in six summer camps. A pre-test was given one week before camp, a post-test was given the last day of camp and a post-test was given one week after camp. Four sub-categories of self-concept: trust, worthiness, self-control, unselfishness and independence were measured. Results consistently demonstrated marked positive effects on the campers and how they felt about themselves.

In comparing groups of economically advantaged and disadvantaged students at camp, Fletcher (1973) found positive increases in self-concept in both groups.

A study by Krieger (1973) showed significantly positive increases in self-concept as a result of a camp experience. Krieger found in a review of the research literature, that a positive effect was recorded on self-concept for most children as a result of an organized camp experience.

4. Correctional and Mental Health Agencies as Related to Outdoor Education and Self-Concept

Correctional Agencies

Carkhuff (1969, p. 2) states:

> Not only do growth and deterioration processes take place at crises points in one's life, but also these processes are cumulative; that is, the response that one makes in one crisis point increases the probability that he will respond in a similar way at the next crisis point. Thus, the camping experience may be playing its part in the beginning of a slow and gradual process of growth in self-concept and positive behavior change in participants.

Kelly and Baer (1960) did a study on delinquent boys in an Outward Bound program. The study took place at Hurricane Island on the east coast, at Minnesota Outward Bound near Questico Wilderness and at Colorado Outward Bound near Denver.

> An underlying assumption of the present study was that participants in an Outward Bound program, the delinquent's self concept would improve and he would adopt a more socially acceptable mode of behavior (Kelly and Baer, 1960, p. 5).

Using recidivism as a measure of behavior change, Kelly and Baer found that there was statistically less recidivism on the part of juveniles who took part in the Outward Bound programs than there was in a comparison group placed in regular public institutions. The Outward Bound delinquent group recidivism rate was 20 per cent. The institutionalized delinquent group recidivism rate was 37 per cent.

In 1968 Goodyear studied youth prisoners in British Columbia at the Lakeview Forest Camp on Vancouver Island. Of those completing a course using Outward Bound techniques to provide search and rescue and leadership training, 68.4 per cent did not return to jail. Of the hard core offenders who were not exposed to the course, 44 per cent did not return to jail.

Adams (1970) used the Tennessee Self-Concept Scale to measure the effects of a thirty day survival course on nineteen institutionalized adolescents. He found a change ($p \leq .05$) in the mean total self-concept of the participants. In 1970, Howard followed this study by taking emotionally disturbed children on a twenty-six day survival experience. His results corroborated those of Adams'.

William and Chun (1972), studying Homeward Bound in Massachusetts, found by developing competence in participants, self-concept will also improve and anti-social behavior will diminish. The Homeward Bound recidivism rate was 20.4 per cent as compared to the institutionalized control group's recedivism rate of 42.7 per cent.

In 1979, Grant used an Outward Bound approach to delinquency at Metchosin Camp on Vancouver Island. Fifteen boys and three girls, ages fourteen to seventeen years were given a twenty-eight day Outward Bound program. Self-concept and locus of control were measured using the Tennessee Self-Concept Scale and the Rotter Internal-External Locus of Control Scale. Results showed an overall statistically significant increase in self-concept and locus of control. When broken down into the four camping groups: two were significant, one increased but not significantly, and one group decreased in self-concept (refer to Chapter 2, p. 36).

The province of Alberta has the Farran Penal Plan which places minimum security offenders in a bush camp situation with outdoor activities and expeditions. Of the sixty-seven hard core delinquents through the camp, only 40 per cent are yet back in jail. Alberta's overall recidicism rate is 60 per cent.

When asked in an interview why the wilderness camp should work where other methods have failed, Mr. Armitage, the director, replied:

1. It removes the boys from temptation,
2. The bush reduced day-to-day life to concrete fundamental tasks,
3. At camp they had to face their problems. Running away was impossible. They were 100 air miles from civilization. If they refused to help make a meal, they didn't eat. If they refused to chop wood, they and everyone else would be cold that night. Consequences were instant (Edmonton Report, 1977, p. 5).

Mental Health Agencies

Jerstad and Stelzer (1973) took fifty-one patients from the Oregon State Mental Hospital on an adventure camp with aspects similar to Outward Bound programs. They reported clearly observable changes in self-confidence, a sense of accomplishment and overall level of adjustment. A measurable indication of the program's success is revealed in the fact that thirty-one of the fifty-one patients involved have been released from the hospital, including one individual who had been hospitalized for twenty-four years.

Adams (1969) took nineteen severely disturbed patients with an average hospitalization of eleven months on a thirty day outdoor course, entirely remote from civilization. The Tennessee Self-Concept Scale was used. Changes in the total self-esteem, feelings of physical adequacy, reduced general maladjustment and less personality disorder were noted.

Factors also found to change were higher enthusiasm, increased ego strength and self-reliance, adaptable and more tranquil. Follow-up results indicated only three of the nineteen subjects recidivated.

In an effort to determine the effects of physical skill and academic improvement on the self-concepts of mentally retarded, Steel (1969) used a sample of thirty-one students for treatment and had a control group of the same number. The treatment group was divided into two for instruction, one section in physical skills and the other academic performance. The groups were evaluated both before and after the four week camp experience. The results indicated a greater immediate gain in self-concept for both treatment groups than for the control group. The academic treatment group did not show increase in academic achievement either immediately after the treatment or following one semester of instruction in school. In contrast the physical skills treatment group did show a greater academic achievement over one semester than did the academic treatment group.

5. Other Literature Related to Outdoor Education and Self-Concept

Payne and Lunghi (1970) took thirty-five male school leavers from England on an Arctic Expedition. Thirty-five other male students were used as a control group. Positive self-concept changes did occur in the treatment group. Payne and Lunghi suggest that change occurs in more than one way and that we should

think more clearly about the mechanisms of change within individuals as a result of their [outdoor] experiences.

Heaps and Thorstenson (1971) did a series of studies on the self-concept change taking place in college students who took the desert survival courses at Brigham Young University. The Tennessee Self-Concept Scale was used in the following Youth Leadership 480 courses.

1. Spring, 1971 - thirty-day expedition. The results showed a significant positive change ($p \leq .01$ and .05) on overall level of self-esteem and on the following sub-scales: Identity, Self-Satisfaction, Behavior, Personal, Family and Social. Change was not significant in Physical and Moral-Ethical sub-scales.
2. Summer, 1971 - Session I - ten day expedition. The results showed a significant, positive change ($p \leq .01$ and .05) in Self-Criticism, Identity, Self-Satisfaction, Behavior, Physical, Moral-Ethical, Personal, Family and Social sub-scales.
3. Summer, 1971 - Session II - ten day expedition. The results showed a significant positive change ($p \leq .01$ and .05) in the overall level of self-esteem (total positive scores), and in the following sub-scales: Identity, Behavior, Personal. Change was not significant in the Self-Criticism, Self-Satisfaction, Physical, Moral-Ethical, Family and Social sub-scales.

At the University of Alberta in 1975, Thompson used five outdoor education classes involving 103 subjects. The study was based on three or four day long field trips in a semi-wilderness area where the emphasis was placed on gaining knowledge and skills. The classes were divided in P-groups for the experience ranging in size from two to eight members. The Perception Inventory developed by Sherwood (1963) was used as a guide with many of the dimensions being replaced with those more specific to the outdoor education experience. Although no control group was established, the following results can be treated at least as evidence that something occurred: (1) a highly significant positive change occurred in self-concept for the participant in the outdoor experience; (2) significant self-concept changes were found in the skill ($p \leq .0001$), socio-emotional ($p \leq .0001$) and leadership ($p \leq .0001$) dimension areas.

Stremba (1977) had a twenty-three day Outward Bound experience with a control group. He used Bill's Index of Adjustment and Values and Rotter's Internal-External Scale. Results showed significant increases in self-esteem for the Outward Bound group. No significant increases in self-acceptance, concept of ideal-self, concept of self or differences in locus of control were found.

In 1980, Coutts assessed self-concept and locus of control in seventeen college students at Camrose Lutheran College during a twenty-one day outdoor leadership course. Twenty-two students at Camrose Lutheran College but not

enrolled in the outdoor leadership course, were used as a control group. Statistically significant ($p \leq .05$) changes in total self-concept and on all sub-scales of the Tennessee Self-Concept Scale were shown in the experimental group. No changes in Rotter's Internal-External Locus of Control were found.

G. Summary

Hopefully, by now, the reader is more familiar with the terms self-concept, communication, groups, outdoor education and theoretical models used to explain change in outdoor experiences.

The points the author is trying to make by the review of the literature in those five areas are:

1. a person's self-concept can be changed positively,
2. communication is an important factor in changing a person's self-concept,
3. groups and living in groups is an important factor in changing a person's self-concept,
4. outdoor experiences can be used as a way to change a person's self-concept,
5. a theoretical framework is needed to co-orindate the preceding four areas in an outdoor program.

The author believes the preceding five statements are true as supported by the review of literature. Therefore, the author's intervention intends to maximize the positive self-concept change in an outdoor experience. This is to

be done by having particiapnts live in small camping groups during the experience and by training them in the use of communication skills. The result of this, hopefully, will be the improved functioning of the small camping groups during the outdoor experience because of better communication. Hopefully, this in turn will result in improved self-concepts of the participants. All of this will be co-ordinated from a theoretical base which explains change in an outdoor experience.

CHAPTER 3

METHODOLOGY, RESULTS OF THE INTERVENTION AND PARTICIPANTS' PERCEPTIONS OF THE CLC OUTDOOR EDUCATION LEADERSHIP COURSE

A. Introduction

Chapter 3 is divided in three sections. Section 1, Methodology, contains descriptions of the research design, the sample, the instrumentation, the procedure used for the collection and analysis of data, limitations and delimitations of the study and the research hypothesis.

Section 2, Results of the Intervention, presents the quantitative data results of the Tennessee Self-Concept Scale.

Section 3, Participant's Perceptions of the CLC Outdoor Education Leadership Course, presents the Spring 1980 course participants' responses to questions regarding factors that changed them; elements of the communication factor that influenced them; group and personal problems and resolution of and significant activities in the total experience.

SECTION 1

METHODOLOGY

A. Research Design

The aim of this study was to investigate what changes took place in participants' self-concept as the result of a twenty-two (22) day outdoor education leadership course. To be recorded were the factors the participants indicated as affecting change. Also, one factor, communication, was to be studied to isolate and describe the elements of that factor that participants indicated had an effect on them.

To achieve these goals, this study contains both quantitative and qualitative data as the author believes it is important to not only measure changes in participants, but also to describe the factors which influence the changes in participants.

Quantitative data was collected by the use of a two group, experimental and control group, pre-test -- post-test design. The Tennessee Self-Concept Scale (TSCS) was administered at the beginning and at the end of the outdoor course to the Experimental Group. The Control Group completed the scales in a comparable time period prior to the commencement of the outdoor course.

Qualitative data was collected by the use of a questionnaire completed by all participants at the end

of the course and by personal journals collected at the end of the course. As well, the author and one other leader kept personal journals during the duration of the course.

> It adds meaning to quantitative data as no psychometric analysis can. It is a record of the isolated, unique experience that no other instrument other than the mind and eye can recognize (Smith, Gabriel, Schott, Padia, 1975, p. 1).

B. The Sample

The sample consisted of seventeen (17) students enrolled in the Spring 1980 Outdoor Education Leadership Course at Camrose Lutheran College (CLC). Ten (10) males and seven (7) females participated in the twenty-two (22) days of the course held from May 24, 1980 to June 14, 1980.

The control group consisted of twenty-two (22) students, eleven (11) males and eleven (11) females who were students in attendance at Camrose Lutheran College but who were not enrolled in the Spring 1980 Outdoor Education Leadership Course.

C. Instrumentation

The Tennessee Self-Concept Scale (hereafter TSCS) is a self-administering test which "consists of one-hundred self-descriptive statements which the subject uses to portray his own picture of himself" (Fitts, 1965, p. 1; Appendix A).

It was developed in 1955 by William Fitts for the Tennessee Department of Mental Health. Fitts (1965, p. 1) states:

> The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health.

The items of the scale are divided into five general categories: physical self, moral-ethical self, personal self, family self and social self. The sub-selfs are then divided into the areas of behavior, self-identity and self-acceptance.

The scale has five response categories for each question ranging from completely false (1) to completely true (5).

D. Procedure

Quantitative Data

The procedure for this study involved a pre-test -- post-test of both the control group and the experimental group using the Tennessee Self-Concept Scale.

The control group was administered the pre-test March 21, 1980 and the post-test April 22, 1980.

The experimental group was administered the pre-test May 24, 1980 and the post-test June 13, 1980.

Qualitative Data

Qualitative data collected from the participants included the following:

1. Questionnaires were completed by the participants at the end of the course (Appendix B).

2. The participants' personal journals were collected at the end of the course and used as a resource (Appendix C).
3. The author's and one other leader's personal journals were collected at the end of the course and used as a resource.

E. Data Analysis

The quantitative data was analyzed using the ANOVA 16 program of the Michigan Terminal System through the General Sciences Building at the University of Alberta.

Comparisons of differences between means using a two factor Analysis of Variance (ANOVA) with repeated measures was used to test the significance of difference.

F. Level of Significance

The quantitative data of the TSCS was assessed using .05 as the critical level of significance.

The qualitative data was used by the author to describe factors which the participants indicated as having caused changes in themselves.

G. Delimitations and Limitations

Limitations

1. Time constraints during the course influence the amount and type of change and interaction which occurs in participants.

2. The author has extensive experience in outdoor education and as such may have biases which could affect the interpretation of the data.

Delimitations

1. The study was delimited to the seventeen (17) students, ten (10) male and seven (7) female, who participated in the Spring 1980 CLC Outdoor Education Leadership Course.

H. Research Hypotheses

The research hypotheses is that participants' self-concept will change positively because of the participants' use of communication skills and debriefing sessions in an outdoor experience.

SECTION 2

RESULTS OF THE INTERVENTION

A. Introduction

To test for changes in self-concept, group scores on these dependent measures were analyzed by means of a two-way analysis of variance (repeated measures) design. The respective variables were: (1) Group (Experimental and Control) and Time (Pre and Post) and (2) Group (Four Camping Groups and Control) and Time (Pre and Post). The Four Camping Groups, when combined, form the Experimental Group.

Qualitative data from student questionnaires was used to supplement and explain the quantitative data.

B. Abbreviations Used in this Chapter

Self-Criticism Score (SC)

This scale contains mildly derogatory statements that most people admit as being true for them. Individuals who deny most of these statements most often are being defensive and making a deliberate effort to present a favorable picture of themselves. High scores indicate a normal, healthy openness and capacity for self-criticism (Fitts, 1965, p. 2).

Total "P" Scores (TOT)

This is the most important single score on the scale. It reflects the overall level of self-esteem. Persons with high scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves and act accordingly. People with low scores are doubtful about their own worth; see themselves as

undesirable, often feel anxious, depressed and unhappy and have little faith in themselves (Fitts, 1965, p. 2).

Identity (ID)

"These are the 'what I am' items. Here the individual is describing his basic identity - what he is as he sees himself (Fitts, 1965, p. 2).

Self Satisfaction (SS)

"This score comes from those items where the individual describes how he feels about the self he perceives. In general this score reflects the level of self satisfaction or self acceptance" (Fitts, 1965, p. 2).

Behavior (BEH)

"This score comes from those items that say, 'this is what I do or this is the way I act'. Thus the score measures the individual's perception of his own behavior or the way he functions" (Fitts, 1965, p. 3).

Physical Self (PHYS)

"Here the individual is presenting his view of his body, his state of health, his physical appearance, skills and sexuality" (Fitts, 1965, p. 3).

Moral-Ethical Self (MES)

"This score describes the self from a moral-ethical frame of reference - moral worth, relationship to God, feelings of being a 'good' or 'bad' person, and satisfaction with one's religion or lack of it" (Fitts, 1965, p. 3).

Personal Self (PS)

"This score reflects the individual's sense of personal worth, his feeling of adequacy as a person and his evaluation

of his personality apart from his body or his relationship to others" (Fitts, 1965, p. 3).

Family Self (FAM)

"This score reflects one's feelings of adequacy, worth and value as a family member. It refers to the individual's perception of self in reference to his closest and most immediate circle of associates: (Fitts, 1965, p. 3).

Social Self (SOC)

"This is another 'self as perceived in relation to' others in a more general way. It reflects the person's sense of adequacy and worth in his social interaction with other people in general" (Fitts, 1965, p. 3).

C. Summary of Results and Discussion of the Tennessee Self-Concept Scale

Total 'P' Scores

The most important measure of self-concept is the total P or total self-concept score which is the total of all the sub-scales of the TSCS.

An examination of the results (see Table 1) indicates there was a significant difference between Experimental vs Control groups over the pre-test -- post-test ($df = 1.37$; $F = 4.252$; $P < .05$) even though the groups were selected from the same population. Thus the Null Hypothesis is rejected in favour of the Research Hypothesis (refer to Chapter 3, p. 75).

Inspection of the Camping Groups and the Control Group total P scores (see Table 2) indicates a significant time

Table 1

ANOVA Summary Data for TSCS Total Self-Concept Scores
(Experimental vs Control)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	129.462	0.127	0.724
B (Time)	1,37	917.019	4.252	0.046*
AB (Interaction)	1.37	508.256	2.357	0.133

*P < .05

Table 2

ANOVA Summary Data for TSCS Total Self Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	1275.799	1.286	0.295
B (Time)	1,34	1391.324	7.206	0.011*
AB (Interaction)	4,34	485.959	2.517	0.59

*P < .05

effect (df = 1.34; F = 7.206; $P < .05$) and an almost significant group by time interaction effect (df = 4.34; F = 2.517; $P < .05$).

The interaction effect (see Figure IV) is interesting in that membership in particular groups may bring about a change in total P self-concept for the individual.

Inspection of group means (see Table 3) pre and post reveals that the major contributors to this significant difference appears to be group HWMG, ($\bar{x}$ = 3.23 pre-test; $\bar{x}$ = 356.0 post-test) and group MCP, ($\bar{x}$ = 357.8 pre-test; $\bar{x}$ = 373.5 post-test).

Many different factors influence the self-concept of an individual during an outdoor experience but it is the author's belief that the following factors were important for inducing change in the participants during the course.

1. Leadership Team - the CLC Leadership Team saw themselves as the key factor for inducing change in the self-concept of the course participants (Coutts, 1980, Gibson and Benson, 1980). This is reflected in their statement of philosophy. The Leadership Team is a role model which reflects:
   (a) Christian values based on integrity in high stress situations as well as low stress situations.
   (b) Skills - both human and motor.

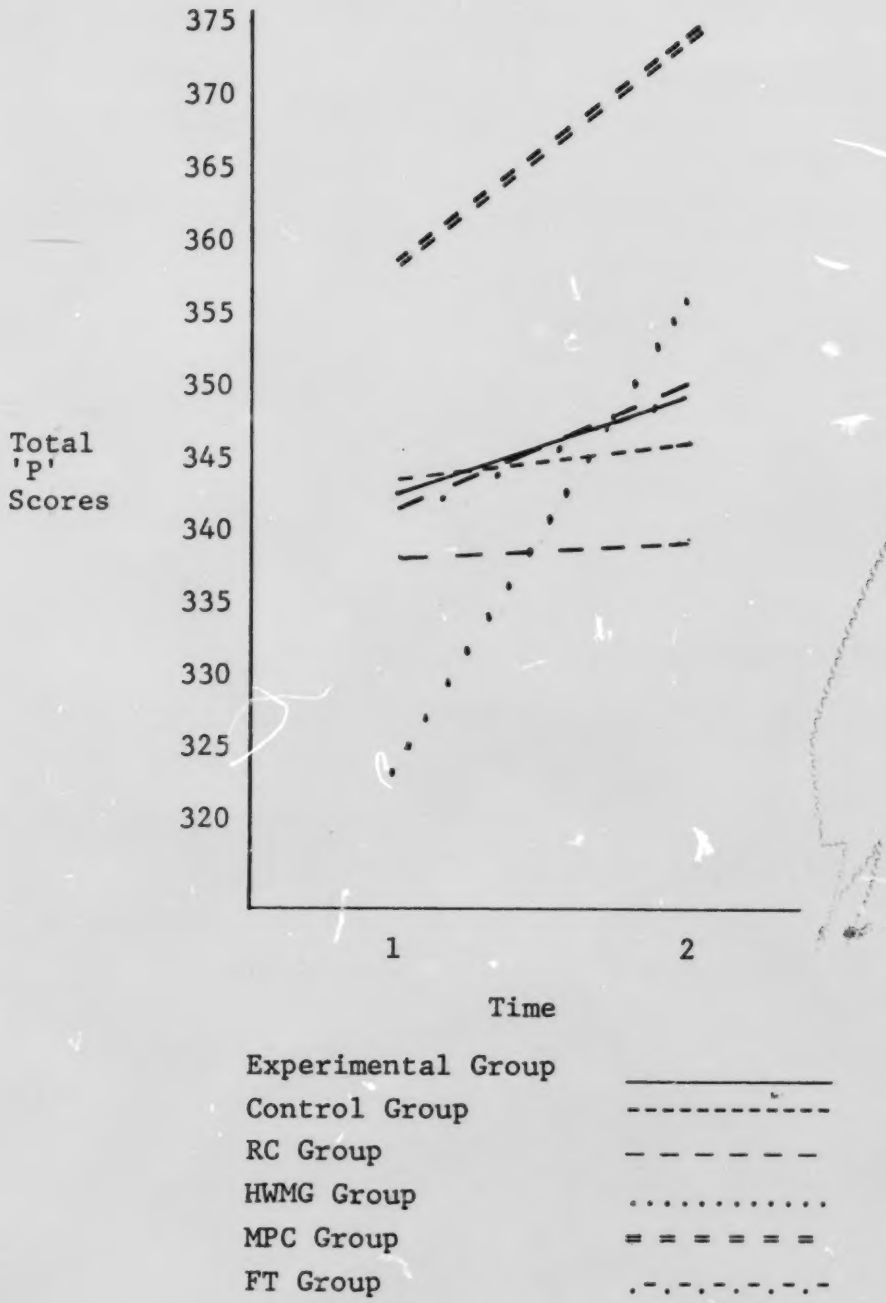


Figure IV: Interaction Effect on Total Self Concept Scores: Camping and Experimental vs Control Group (see Table 3)

Table 3

Total Self-Concept Scores on Control and Experimental Group Means

	Total "P" Scores					
	Group				Experimental Group Mean	Control Group Mean
	RC	HWMG	MPC	FT		
Pre-Test	337.3	323.3	357.8	342.8	341.9	343.0
Post-Test	337.8	356.0	373.5	344.6	348.1	344.7

(c) Flexibility but still are able to get things done.

(d) Knowledge and use of techniques for building self-esteem in course participants - each person has something to contribute to the group.

(e) Organizational abilities of self, others and program.

(f) Personal discipline to the values of the course.

(g) Working together as a team including a leadership debriefing session (Gibson et al., 1979).

The participants' answers to question one of the Student Questionnaire (Appendix B) also indicated the "Leadership Team" was the factor that "contributed most to their personal growth, development or change". That the participants identified with the Leadership Team is evident with responses like " . . . their example was easy to see, they had all areas of skill, physical education skills, biology, spiritual, communication, they loved us, they were models of what the course tried to teach"; "It was the first time since school camps where I got the feeling someone I greatly respected cared about me at all".

One of the CLC leaders states:

As leaders, we are always in the spotlight. Students

> interact with us and develop a self-image of who they are via this interaction. We must never lose sight of who we are teaching or what we are teaching. What we teach first is who we are! It is our own personal values, attitudes and actions that students first learn and pick up. We may say we did not intend to teach our values, attitudes and actions nor that we did teach them because they weren't in the curriculum. Nevertheless, this is the first learning that comes across. We are role models all of the time. Secondly, we are teaching students therefore to be sensitive to what they are feeling and how they are learning. Thirdly, we are teaching skills which are a means to an end; the end being a positive change in students' perceptions of themselves (Benson, 1980, p. 7).

2. Communication - this is the second most important factor the CLC Leadership Team saw as inducing change in the course participants. They have stated in their 1980 information pamphlet. " . . . this course provides a unique experience . . . in learning the communication processes of living with others. . . ."

The participants' answers to question one of the Student Questionnaire (Appendix B) also indicated "Communication Skills" was the second most important factor that "contributed to their personal growth, development or change". That the participants identified with "the communication processes of living with others' is evident with responses like, "I developed new skills in this area and through them was able to get feedback about myself and this enabled me to change and grow", "Without such close communication and trust my love for the whole community would have been a much slower process".

The subscales incorporated into the TSCS were examined using analysis of variance to test for significance. Significant changes in the Experimental group versus the Control group were detected in the behavior and personal subscales. Significant changes in the Camping groups versus the Control group were detected in behavior, personal, moral-ethical and identity subscales. Changes approaching significance were detected in the social and family subscales.

Behavior

The behavior subscale (see Table 4) results indicate a statistically significant time effect ($df = 1,37$; $F = 7.748$; $P < .05$) suggesting the Experimental group enhanced their perception of the way they function when compared with the Control group from Time One to Time Two.

Also, the behavior subscale (see Table 5) results indicate a statistically significant time effect ($df = 1,34$; $F = 10.119$; $P < .05$) suggesting the Camping groups enhanced their perception of the way they function when compared with the Control group from Time One to Time Two. A significant interaction effect ($df = 4,34$; $F = 3.57$; $P < .05$) was found to have occurred (see Table 5) suggesting the Camping groups were likely to have improved their perception of the way they act because of the CLC Outdoor Education Leadership Course.

On examination of group means (see Table 6 and Figure V) it appears group HWMG ($\bar{x} = 105.0$ pre-test; $\bar{x} = 113.0$* post-test; $P = .0003$) was the Camping group that contributed most to this result.

Table 4

ANOVA Summary Data for Behavior Subscale of Self-Concept Scores
(Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	125.566	1.114	0.298
B (Time)	1,37	196.440	7.748	0.008*
AB (Interaction)	1,37	46.975	1.853	0.182

*P < .05

Table 5

ANOVA Summary Data for Behavior Subscale of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	117.918	1.672	0.179
B (Time)	1,34	215.982	10.119	0.003*
AB (Interaction)	4.34	71.654	3.357	0.020*

*P < .05

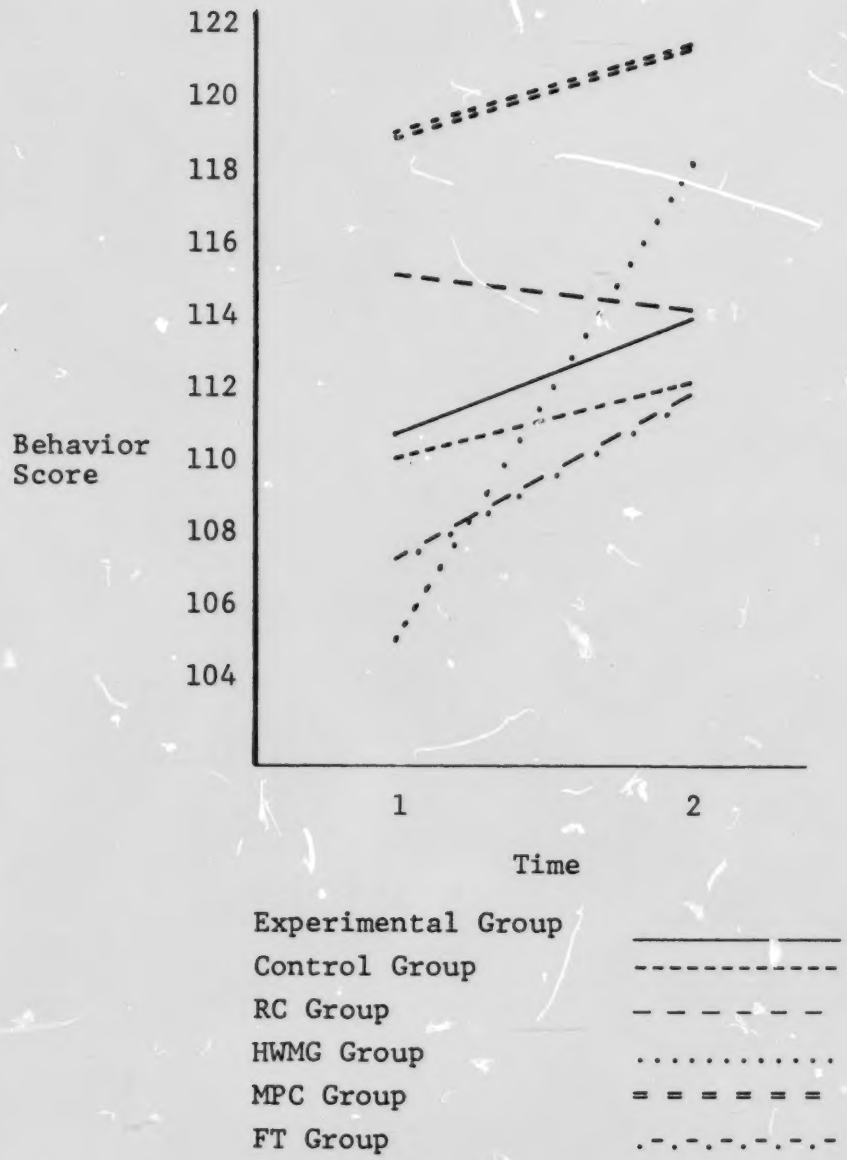


Figure V: Interaction Effect on Behavior Subscale of Self-Concept Scores: Camping and Experimental vs Control Group (see Table 6)

Table 6

Group Means for Behavior Subscale of Self-Concept Scores

	Behavior					
	Group				Total	Control
	RC	HWMG	MPC	FT	Group Mean	Group Mean
Pre-Test	115.0	105.0	118.8	107.0	110.6	110.2
Post-Test	114.0	118.0*	121.3	111.6	113.6	111.8

*P = .0003

The author suggests that for the group HWMG their improved perception of "what I do" (Fitts, 1965, p. 3) was due to the following program elements used in the outdoor leadership course "which are planned and which occur in nature":

(a) Coming to terms with self, group and environment.

(b) Awareness sessions - a structure must exist by which feelings can be aired and conflicts resolved.

(c) Consequences of behavior.

(d) Leadership Team.

In "coming to terms with self, group and environment", participants were put in physically demanding activities (canoeing, backpacking, orienteering), emotionally demanding activities (small group living), and mentally and spiritually demanding situations (hiking eight days in the rain over 8,000 foot mountains and canoeing seven days on a river with Grade III rapids).

An example of the HWMG group's comments is, "It was a long haul for me. I learned that if you stick with it, in life or anything, you can do more than you think you can".

The structure which existed for "airing of feelings and unresolved conflicts" were the camping group's debriefing sessions. That the group HWMG identified with this model is evident from question three of the Student Questionnaire, "What activity did you benefit from most?" The response from one HWMG member was, " . . . our small group debriefing - I saw how I act in a small group. Then I learnt that in some

ways I am not communicating effectively and what I do to contribute".

The debriefing structure also helped members of this group see and understand the consequences of their behavior. A typical response by a HWMG member was, "I feel because of the awareness we were given in communication we all got along better".

Two of the four members of the group HWMG also indicated on the Student Questionnaire that the "Leadership Team" was the most important factor for their "personal growth, development or change". One member's response was, "We had a strong leadership team, knowledgeable supportive, caring, respectful of themselves and each individual in the group".

Personal

In terms of the personal subscale scores (see Table 7), a significant time effect (df = 1,37; F = 5.018; $P < .05$) between the Experimental Group versus the Control Group was achieved. Also, the personal subscale scores (see Table 8) results indicated a significant time effect (df = 1,34; F = 8.129; $P < .05$) between the Camping groups and the Control group.

On inspection of group means (see Table 9) group HWMG ($\bar{x}$ = 61.8, pre-test; $\bar{x}$ = 68.8, post-test) and group MCP ($\bar{x}$ = 69.0, pre-test; $\bar{x}$ = 73.8, post-test) appeared to have been most responsible for the increase. The course participants' "sense of personal worth" (Fitts, 1965, p. 3) in these two groups has increased significantly over the

Table 7

ANOVA Summary Data for Personal Subscale of Self-Concept Scores
(Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	12.437	0.213	0.647
B (Time)	1,37	74.770	5.910	0.020*
AB (Interaction)	1,37	27.720	2.191	0.147

*P < .05

Table 8

ANOVA Summary Data for Personal Subscale of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	52.774	0.900	0.475
B (Time)	1,34	96.670	8.129	0.007*
AB (Interaction)	4,34	22.789	1.9162	0.130

*P < .05

Table 9

Group Means for Personal Subscale of Self-Concept Scores

	Personal					
	Group				Total	Control
	RC	HWMG	MPC	FT	Group Mean	Group Mean
Pre-Test	67.5	61.8	69.0	66.0	66.3	66.5
Post-Test	67.3	68.8	73.8	67.6	68.1	67.2

duration of the course when compared to the Control group (see Figure VI). This is consistent with the aims of the Outdoor Leadership Course which includes as part of the content for the course "people values, and people skills". For the individual in the group, "every person must have an opportunity to make a significant contribution within the lifestyle of the group" and "every person is of equal worth in the sight of God and has equal rights in the sight of man".

Comments by participants which are consistent with this view of self are, "I gained a great deal of confidence in myself and insight into myself"; "My self-image. I became more aware of me"; "I feel I have a lot of responsibility to be the best I can be. I feel as if it is possible"; "I have always had the security of someone to pick up the pieces. Now I can make it on my own and be strong for someone else for once".

Moral-Ethical

The moral-ethical subscale scores (see Table 10) reveal no significant group, time or group by time interaction effects between the Experimental and the Control group.

Inspection of the Camping groups versus the Control group moral-ethical subscale scores (see Table 11) indicates a significant time ($df = 1,34$; $F = 4.963$; $P < .05$) and group by time interaction effect ($df = 4,34$; $F = 3.663$; $P < .05$).

The interaction effect (see Table 12 and Figure VII) is interesting in that membership in a particular group may bring about change in an individual "in their relationship to

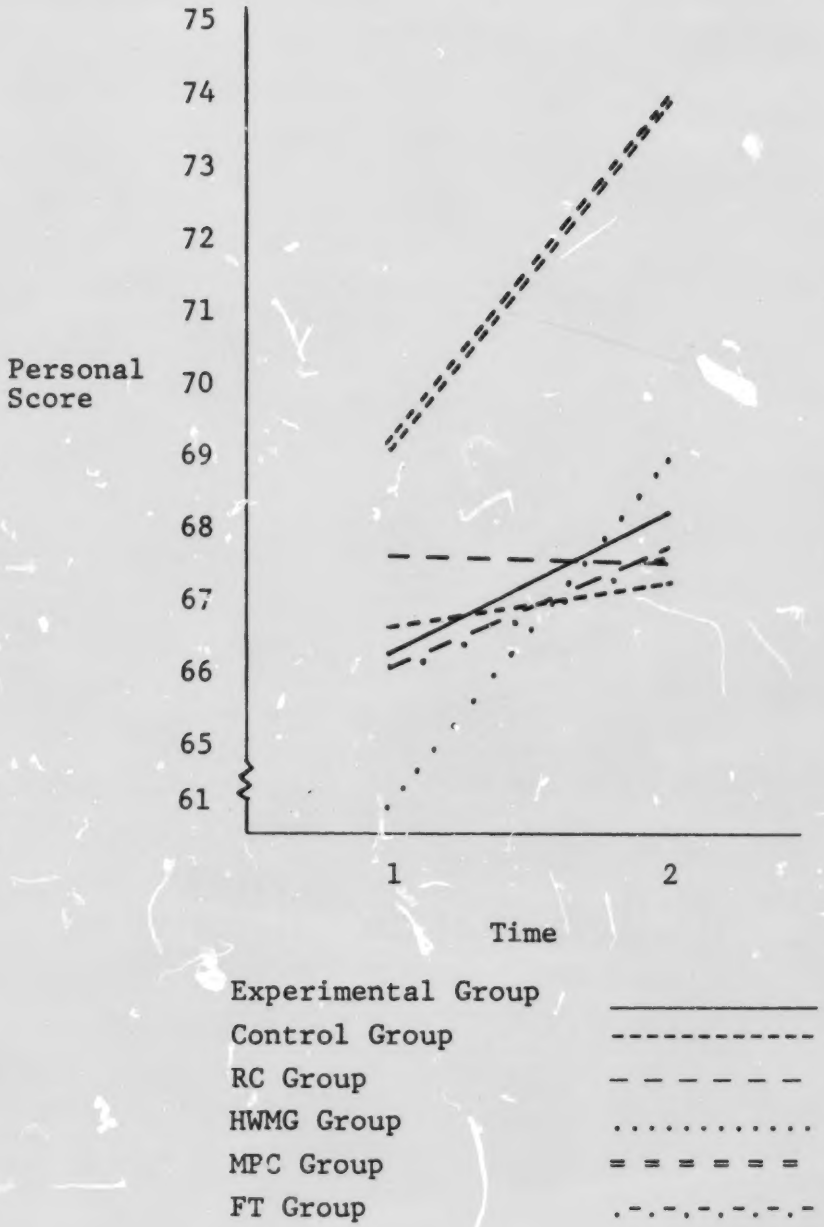


Figure VI: Interaction Effect on Personal Subscale of Self-Concept Scores: Camping and Experimental vs Control Groups (see Table 9)

Table 10

ANOVA Summary Data for Moral-Ethical Subscale of Self-Concept Scores
(Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	2.547	0.033	0.856
B (Time)	1,37	26.372	2.009	0.165
AB (Interaction)	1,37	35.287	2.688	0.110

Table 11

ANOVA Summary Data for Moral-Ethical Subscale of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	58.533	0.758	0.560
B (Time)	1,34	53.955	4.968	0.033*
AB (Interaction)	4.34	39.859	3.663	0.014*

*P < .05

Table 12

Group Means for Moral-Ethical Subscale of Self Concept Scores

	Moral-Ethical					
	Group				Total	Control
	RC	HWMG	MPC	FT	Group Mean	Group Mean
Pre-Test	68.3	65.5	71.3	66.6	68.8	69.5
Post-Test	66.3	73.8*	74.8	67.4	69.8	69.4

*P = .0012

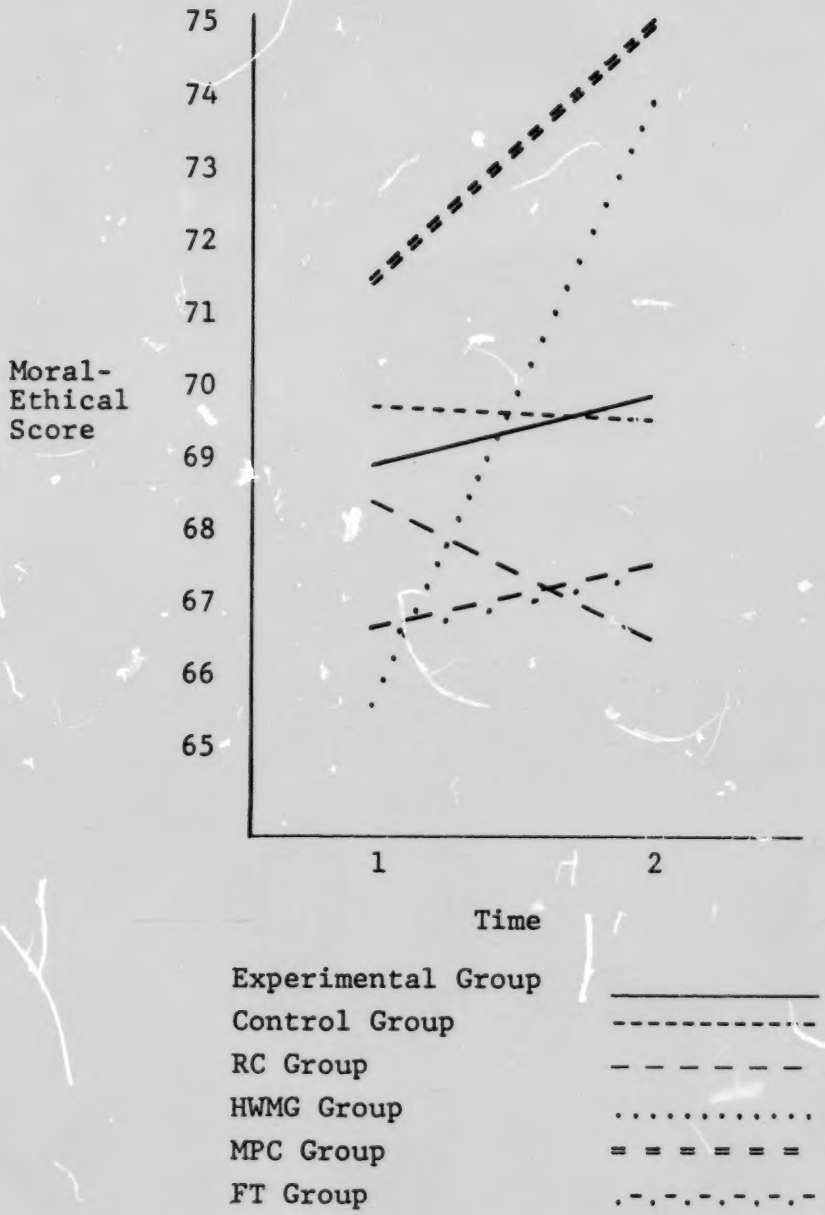


Figure VII: Interaction Effect on Moral-Ethical Subscale of Self-Concept Scores: Camping and Experimental vs Control Groups (see Table 12)

God, sense of moral worth and religious reference" (Fitts, 1965, p. 3).

Group HWMG ($\bar{x}$ = 65.5, pre-test; $\bar{x}$ = 73.8, post-test) and group MCP ($\bar{x}$ = 71.3, pre-test; $\bar{x}$ = 74.8, post-test) are the groups which have the greatest change. Typical of the comments made by groups HWMG and MPC were, "For myself I needed the Christian fellowship and I could really feel the closeness of God because of the group members"; "Thoughts For The Day made me realize how big God is and how He works on others"; "I have seen His [God's] work in the outdoors and experienced Him there before so it was a renewal of my Faith more than a change".

Identity

The identity subscale (see Table 13) results reveal no significant group, time or group by time interaction effects between the Experimental and the Control group.

Inspection of the Camping groups versus the Control group identity subscale scores (see Table 14) indicates a significant time effect (df = 1,34; F = 5.729; $P < .05$). The groups contributing most to this significant difference (see Table 15 and Figure VIII) appear to be group HWMG ($\bar{x}$ = 119.5, pre-test; $\bar{x}$ = 130.0, post-test) and group MPC ($\bar{x}$ = 126.8, pre-test; $\bar{x}$ = 129.3, post-test). It is interesting to note that membership in a particular group may bring about a change in "how an individual describes his basic identity or . . . what I am" (Fitts, 1965, p. 2).

Results suggest that as a consequence of the Outdoor

Table 13

ANOVA Summary Data for Identity Subscale of Self-Concept Scores (Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	21.727	0.166	0.686
B (Time)	1,37	79.972	3.184	0.082
AB (Interaction)	1,37	63.083	2.752	0.106

Table 14

ANOVA Summary Data for Identity Subscale of Self-Concept Scores (Four Camping Groups vs Control Group)

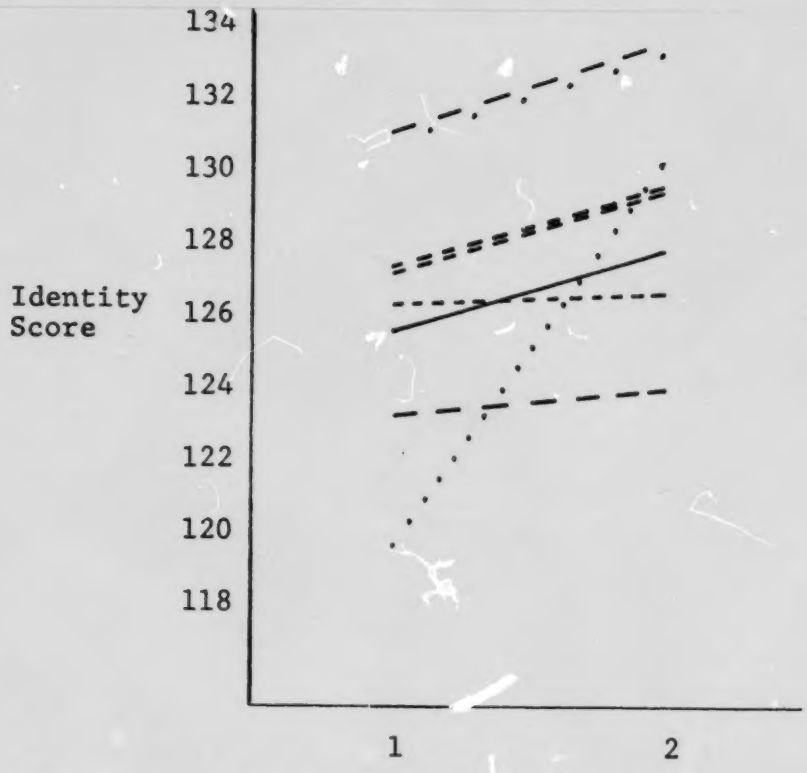
Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	124.393	0.964	0.440
B (Time)	1,34	121.490	5.729	0.022*
AB (Interaction)	4.34	46.461	2.191	0.091

*P < .05

Table 15

Group Means for Identity Subscale of Self-Concept Scores

	Identity Subscale					
	Group				Total	Control
	RC	HWMG	MPC	FT	Group Mean	Group Mean
Pre-Test	122.6	119.5	126.8	130.8	125.7	126.1
Post-Test	122.8	130.0	129.3	133.2	127.4	126.2



Experimental Group _____

Control Group ----------

RC Group – – – – – –

HWMG Group .....

MPC Group = = = = = =

FT Group .-.-.-.-.-.-

Figure VIII: Interaction Effect on Identity Subscale of Self-Concept Scores: Camping and Experimental vs Control Group (see Table 15)

Education Leadership Course participants in the groups HWMG and MPC changed their own perceptions of what they are. The author believes this is largely a result of the course content which focused on "coming to terms with self, others, and nature"; where "every person must have an opportunity to make a significant contribution within the lifestyle of the group"; and where "every person is of equal worth in the sight of God and has equal rights in the sight of man".

At some time most participants were challenged physically, mentally, emotionally or spiritually by the river, mountains, rain or group living. These types of challenges and stress, the author believes, will tend to strengthen the perception of "what I am".

Comments made by groups HWMG and MPC include, "The aches and pain that I got backpacking helped me grow and overcome them. I found I could be strong and be happy when I hurt too"; "The canoeing gave me confidence and strength in times when I was afraid"; "I grew in my mental discipline and ability not to quit. I also gained confidence in my own decisions"; "Self-confidence was given a big boost"; "It [student assessment] made me aware of my potential ability to lead"; "I have, at times, glossed over the uglies in the world. Now I realize only by confrontation will they leave my life".

Social

The social subscale scores (see Table 16) reveals no significant group, time or group by time interaction effects

Table 16

ANOVA Summary Data for Social Subscale of Self-Concept Scores
(Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	58.962	1.153	0.290
B (Time)	1,37	28.994	2.292	0.143
AB (Interaction)	1,37	26.746	2.068	0.159

between the Experimental and the Control group.

Inspection of the Camping groups versus the Control group social subscale scores (see Table 17) indicates a time effect ($df = 1,34$; $F = 4.142$; $P < .05$) approaching significance. An examination of the group means (see Table 18 and Figure IX) suggests that group HWMG ($\bar{x} = 66.3$, pre-test; $\bar{x} = 73.3$, post-test) were most responsible for these results approaching significance. No other main effects or interaction effects were realized on the subscale.

Again it is interesting to note that membership in a particular group may bring about a change in "the person's sense of adequacy and worth in his social interaction with other people in general" (Fitts, 1965, p. 3).

Results suggest that as a consequence of the Outdoor Education Leadership Course, participants in the group HWMG changed their "perception of self based on how they interact with others". The author believes this is largely a result of the course content which focused on these aspects of social interaction.

1. The survival of the group is more important than the desires and plans of the individuals of that group.
2. Everyone's point of view is considered in decision making, but the final decision is to be made by the person with the greatest degree of confidence.
3. To retain strength, groups will never split up but will compromise over decisions (Gibson, et al., 1979).

Table 17

ANOVA Summary Data for Social Subscale of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	8.741	0.158	0.958
B (Time)	1,34	51.190	4.142	0.050*
AB (Interaction)	4.34	20.920	1.693	0.174

*P < .05

Table 18

Group Means for Social Subscale of Self-Concept Scores

	Social					
	Group					
	RC	HWMG	MPC	FT	Total Group Mean	Control Group Mean
Pre-Test	69.0	66.3	69.5	69.8	68.4	68.1
Post-Test	69.3	73.3	71.5	70.6	69.5	68.2

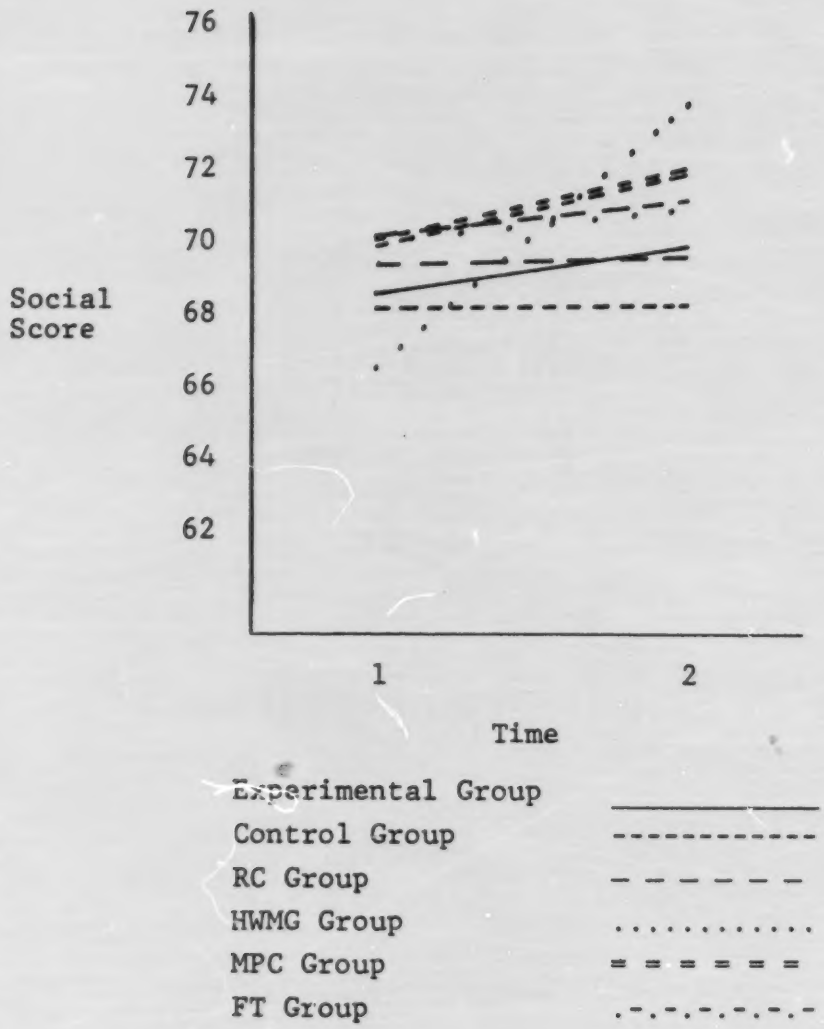


Figure IX: Interaction Effect on Social Subscale of Self-Concept Scores: Camping and Experimental vs Control Group (see Table 18)

Comments made by group HWMG include, "I have learned to be more aware of how I treat others and to see if I've been fair"; "I learned that serious conflicts can be worked out. I think it will help me in future relationships"; "When someone counts on you, e.g.: carrying the stove, you learn to be relied upon and don't let them down"; "I was so scared because it was new to me and also many of the people knew each other from before so I felt like a fifth wheel. However, the group was so accepting of me that it was easier to try hard".

Family

The family subscale scores (see Table 19) revealed no significant group, time or group by time interaction effects between the Experimental and the Control groups.

The family subscale, "reflects one's feelings of adequacy, worth and value as a family member" (Fitts, 1965, p. 3). During this course all of the participants except one were removed from family members. The one exception was a female participant whose uncle was the chief instructor for the course.

Inspection of the Camping groups versus the Control group family subscale scores (see Table 20) indicates a time effect ($df = 1,34$; $F = 3.811$; $P < .05$) approaching significance. An examination of the group means (see Table 21 and Figure X) suggests that group HWMG ($\bar{x} = 66.0$, pre-test; $\bar{x} = 71.0$, post-test) and group MPC ($\bar{x} = 75.3$, pre-test; $\bar{x} = 79.3$, post-test) were most responsible for these results approaching significance.

Table 19

ANOVA Summary Data for Family Subscale of Self-Concept Scores
(Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	4.945	0.064	0.801
B (Time)	1,37	49.897	2.782	0.104
AB (Interaction)	1,37	18.280	1.019	0.319

Table 20

ANOVA Summary Data for Family Subscale of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	143.038	2.039	0.111
B (Time)	1,34	69.790	3.811	0.059
AB (Interaction)	4,34	13.523	0.739	0.572

*P < .05

Table 21

Group Means for Family Subscale of Self-Concept Scores

	Family					
	Group				Total Group Mean	Control Group Mean
	RC	HWMG	MPC	FT		
Pre-Test	66.3	66.0	75.3	71.8	70.2	70.4
Post-Test	69.0	71.0	79.3	71.2	71.7	71.1

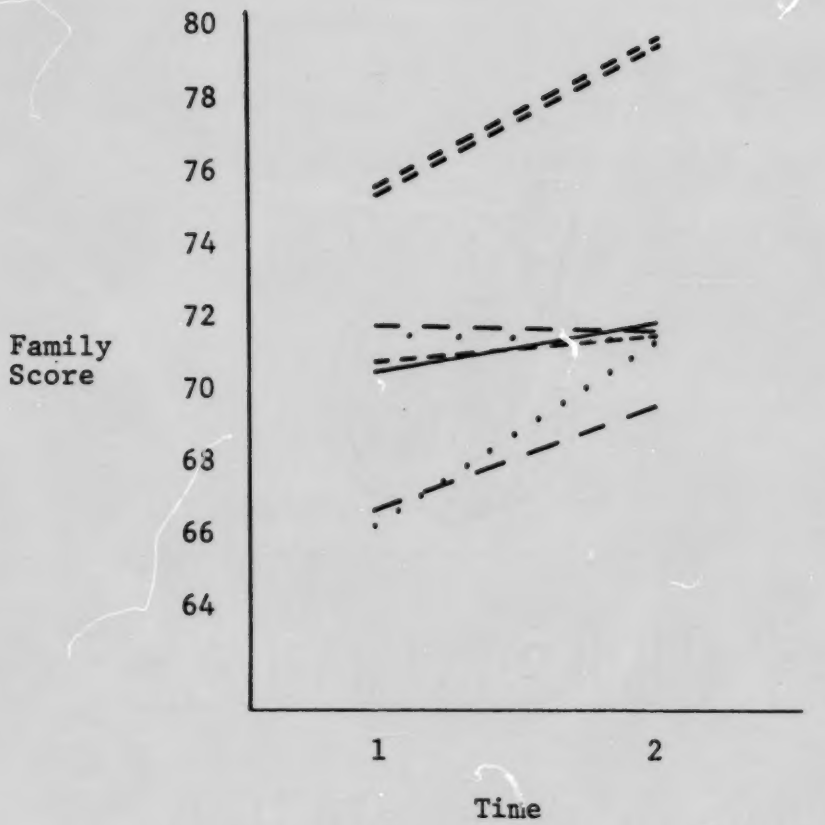


Figure X: Interaction Effect on Family Subscale of Self-Concept Scores: Camping and Experimental vs Control Group (see Table 21)

Results suggest that as a consequence of the Outdoor Education Leadership Course, participants in groups HWMG and MPC changed their self-concepts "in reference to his closest and most immediate circle of friends" (Fitts, 1965, p. 3).

The author believes this is largely a result of the course content which focused on these aspects as a group member in a Christian community:

1. Every person is of equal worth in the sight of God and has equal rights in the sight of man.
2. Every person is expected to care for others as he would care for himself.
3. Every person is expected to seek and to apply the fruits of the Spirit; joy, peace, patience, trust, acceptance, etc. (Gibson, et al. 1979).

These were the norms established by the leadership team as part of the value system we would all try to strive to live.

Typical comments made by members of groups HWMG and MPC include, "Those people in my small group got close enough to me to help me develop and grow and change in my skills, leadership, and relations with others"; "When I was afraid I began to say, 'I am afraid'. Then my group knew why I acted the way I did. They knew the reasons behind my actions"; "I feel I can genuinely love a person, it makes me feel very good"; "The group was so accepting of me that it was easier to try hard"; "We talked after debriefing and friendship developed".

Physical

The physical subscale scores (see Table 22) indicate no significant group, time or group by time interaction effects

Table 22

ANOVA Summary Data for Physical Subscale of Self-Concept Scores (Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	0.225	0.003	0.959
B (Time)	1,37	16.482	0.858	0.360
AB (Interaction)	1,37	3.446	0.179	0.674

between the Experimental and the Control groups.

Inspection of the Camping groups versus the Control group physical subscale scores (see Table 23) also reveals no significant group, time or group by time interaction effects.

An examination of the group means (see Table 24 and Figure XI) suggests that group RC ($\bar{x}$ = 66.3, pre-test; $\bar{x}$ = 66.0; post-test) and group FT ($\bar{x}$ = 68.6; pre-test, $\bar{x}$ = 67.8, post-test) were responsible for these results not approaching statistical significance. An examination of the group means also suggests that group HWMG ($\bar{x}$ = 63.8, pre-test; $\bar{x}$ = 69.2, post-test) and group MPC ($\bar{x}$ = 72.6, pre-test; $\bar{x}$ = 74.2; post-test) did change as a result of the Outdoor Education Leadership Course.

It is interesting to note that membership in a particular group may or may not bring about change in how a person "views his body, his state of health, his physical appearance, skills and sexuality" (Fitts, 1965, p. 3).

The author believes this paradox of change in the physical self-concept of a person may be clarified from information in the "1980 Outdoor Leadership Education" pamphlet which states: "A person coming to the course must be expected to be taxed to his physical and mental limits. However, the stress will be no greater than what a normal, healthy person can call forth." What happens is that a participant's perception of their fitness level changes. Originally they may have thought they were fit. At the end of the course they realize they were not fit at first and so mark themselves lower on the physical fitness scale. Thus a negative inverse relationship.

Table 23

ANOVA Summary Data for Physical Subscale of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	87.169	1.030	0.406
B (Time)	1,34	20.896	1.077	0.307
AB (Interaction)	4.34	15.780	0.814	0.525

Table 24

Group Means for Physical Subscale of Self-Concept Scores

	Physical					
	Group					
	RC	HWMG	MPC	FT	Total Group Mean	Control Group Mean
Pre-Test	66.3	63.8	72.6	68.6	68.2	68.4
Post-Test	66.0	69.2	74.2	67.8	69.1	68.9

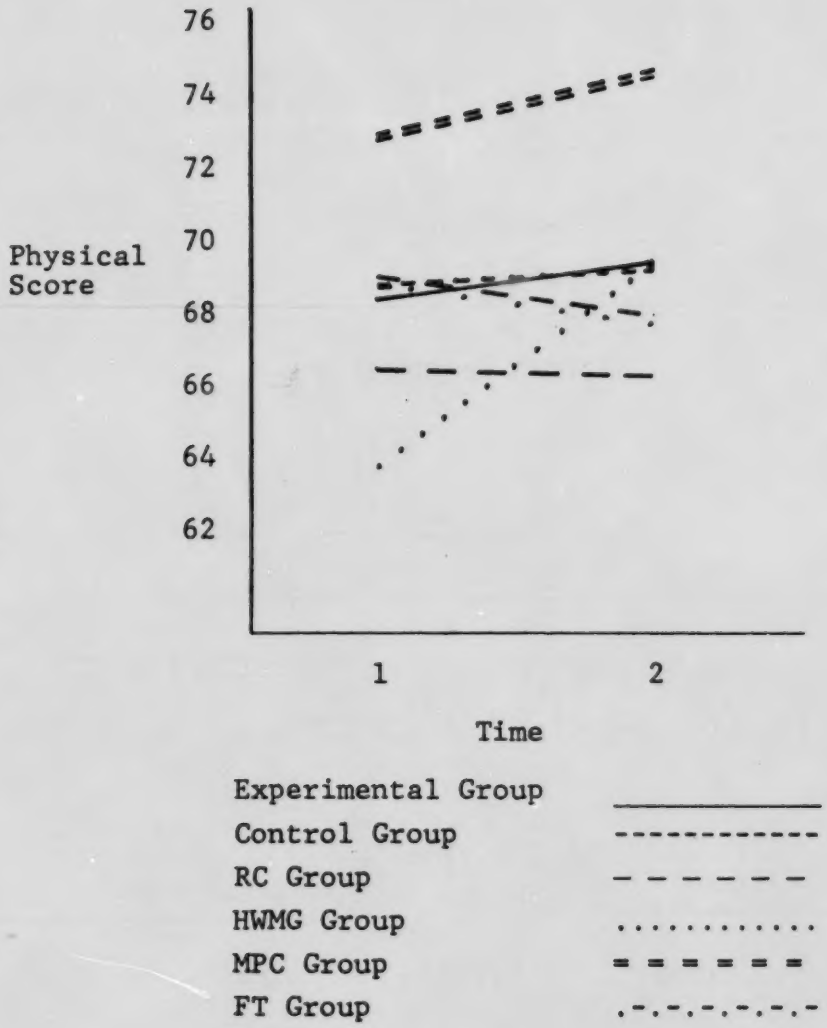


Figure XI: Interaction Effect on Physical Subscale of Self-Concept Scores: Camping and Experimental vs Control Group (see Table 24)

Self-Satisfaction

The self-satisfaction subscale scores (see Table 25) indicates no significant group, time or group by time interaction effects between the Experimental group and the Control group.

Inspection of the Camping groups versus the Control group self-satisfaction subscale scores (see Table 26) also reveals no significant group, time or group by time interaction effects.

An examination of the group means (see Table 27 and Figure XII) suggests that group RC ($\bar{x}$ = 99.5, pre-test; $\bar{x}$ = 101.0, post-test) and group FT ($\bar{x}$ = 105.0, pre-test; $\bar{x}$ = 99.8, post-test) were generally satisfied with their perceptions of themselves. An examination of the group means also suggests that group HWMG ($\bar{x}$ = 98.8), pre-test; $\bar{x}$ = 108.0, post-test) and group MPC ($\bar{x}$ = 112.3, pre-test; $\bar{x}$ = 123.0, post-test) were generally not satisfied with their perceptions of themselves because they changed from Time One to Time Two (see Figure XII).

It is interesting to note that groups RC and FT, who were "self-accepting" not only changed very little on the self-satisfaction subscales but also were not identified as having contributed to the changes in the physical, family, social, identity, moral-ethical, personal and behavior subscale scores as well as the total 'P' scores. Because they were satisfied with their perceptions of themselves it is logical that they would change less than other participants

Table 25

ANOVA Summary Data for Self-Satisfaction Subscale of Self Concept-Scores (Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	20.004	0.085	0.773
B (Time)	1,37	59.711	1.031	0.316
AB (Interaction)	1,37	59.711	1.031	0.316

Table 26

ANOVA Summary Data for Self-Satisfaction Subscale of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Groups)	4,34	473.599	2.232	0.086
B (Time)	1,34	133.419	2.558	0.119
AB (Interaction)	4,34	111.287	2.133	0.098

Table 27

Group Means for Self-Satisfaction Subscale of Self-Concept Scores

	Self-Satisfaction					
	Group					
	RC	HWMG	MPC	FT	Total Group Mean	Control Group Mean
Pre-Test	99.5	98.8	112.3	105.0	105.5	106.7
Post-Test	101.0	108.8	123.0	99.8	107.1	106.7

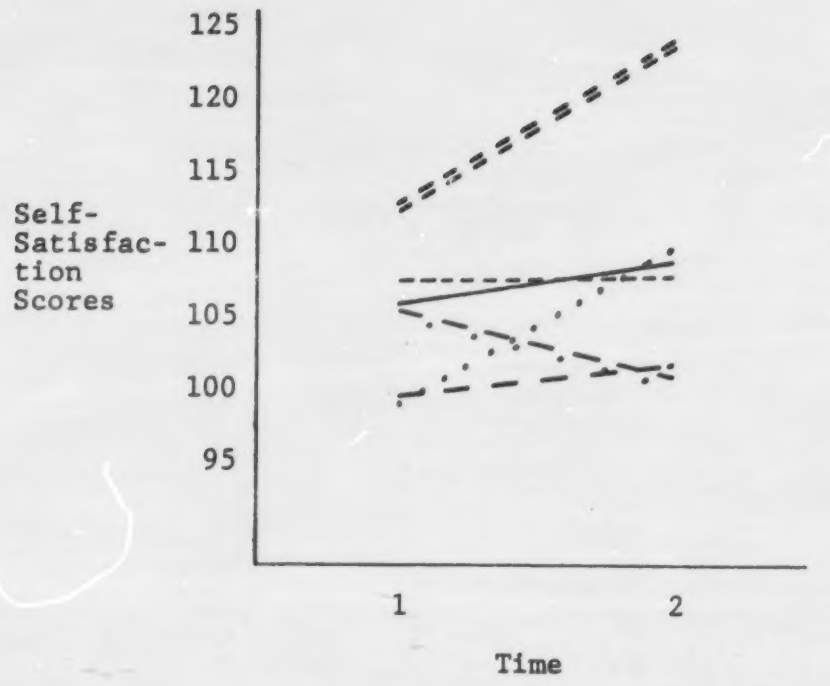


Figure XII: Interaction Effect on Self-Satisfaction Subscale of Self-Concept Scores: Camping and Experimental vs Control Group (see Table 27)

who were not satisfied with themselves.

Also, it is interesting to note that groups HWMG and MPC who changed the most on the self-satisfaction subscale, were also identified as having contributed the most to changes in the physical, family, social, identity, moral-ethical, personal and behavior subscale scores as well as the total 'P' scores. This also is logical because participants who are not satisfied with themselves will change the most.

Self-Criticism

The self-criticism subscale scores (see Table 28) indicate no significant group, time or group by time interaction effects between the Experimental group and the Control group.

Inspection of the Camping groups versus the Control group self-criticism subscale scores (see Table 29) also reveals no significant group, time or group by time interaction effects.

An examination of the group means (see Table 30 and Figure XIII) shows that all Camping groups contributed to this effect. This result is consistent with persons who have "a normal, healthy openness and capacity for self-criticism" (Fitts, 1965, p. 2).

The total change in self-concept as broken down into the ten sub-area profiles are illustrated for total group, control group and individual group means in Figures XIV to XIX.

Table 28

ANOVA Summary Data for Self-Criticism Subscale of Self-Concept Scores
(Experimental vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	1,37	13.261	0.199	0.658
B (Time)	1,37	9.964	1.604	0.213
AB (Interaction)	1,37	7.642	1.230	0.275

Table 29

ANOVA Summary Data for Self-Criticism Subscales of Self-Concept Scores
(Four Camping Groups vs Control Group)

Source	df	M.S.	F-Ratio	Probability
A (Group)	4,34	16.952	0.238	0.914
B (Time)	1,34	15.991	2.498	0.123
AB (Interaction)	4.34	4.611	0.720	0.584

Table 30

Group Means for Self-Criticism Subscale of Self-Concept Scores

	Self-Criticism Scores					
	Group					
	RC	HWMG	MPC	FT	Total Group	Control Group
Pre-Test	33.5	33.5	33.5	35.6	34.2	34.3
Post-Test	33.0	30.0	32.8	34.8	33.6	34.2

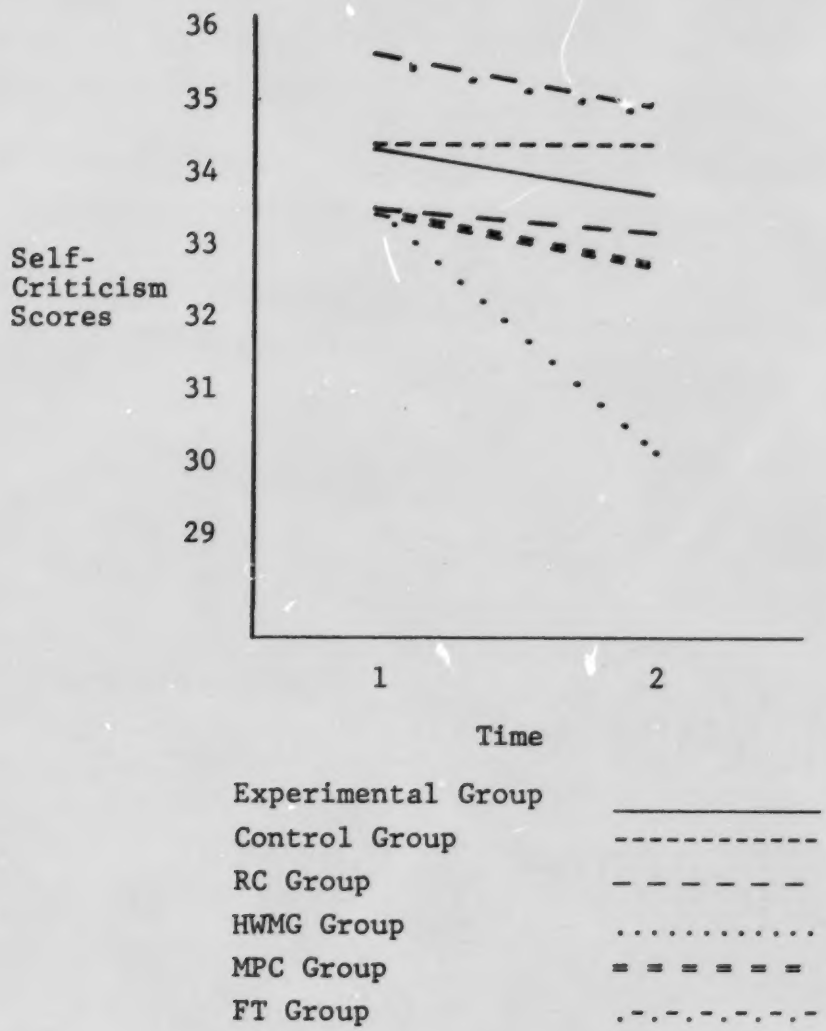


Figure XIII: Interaction Effect on Self-Criticism Subscale of Self-Concept Scores: Camping and Experimental vs Control Group (see Table 30)

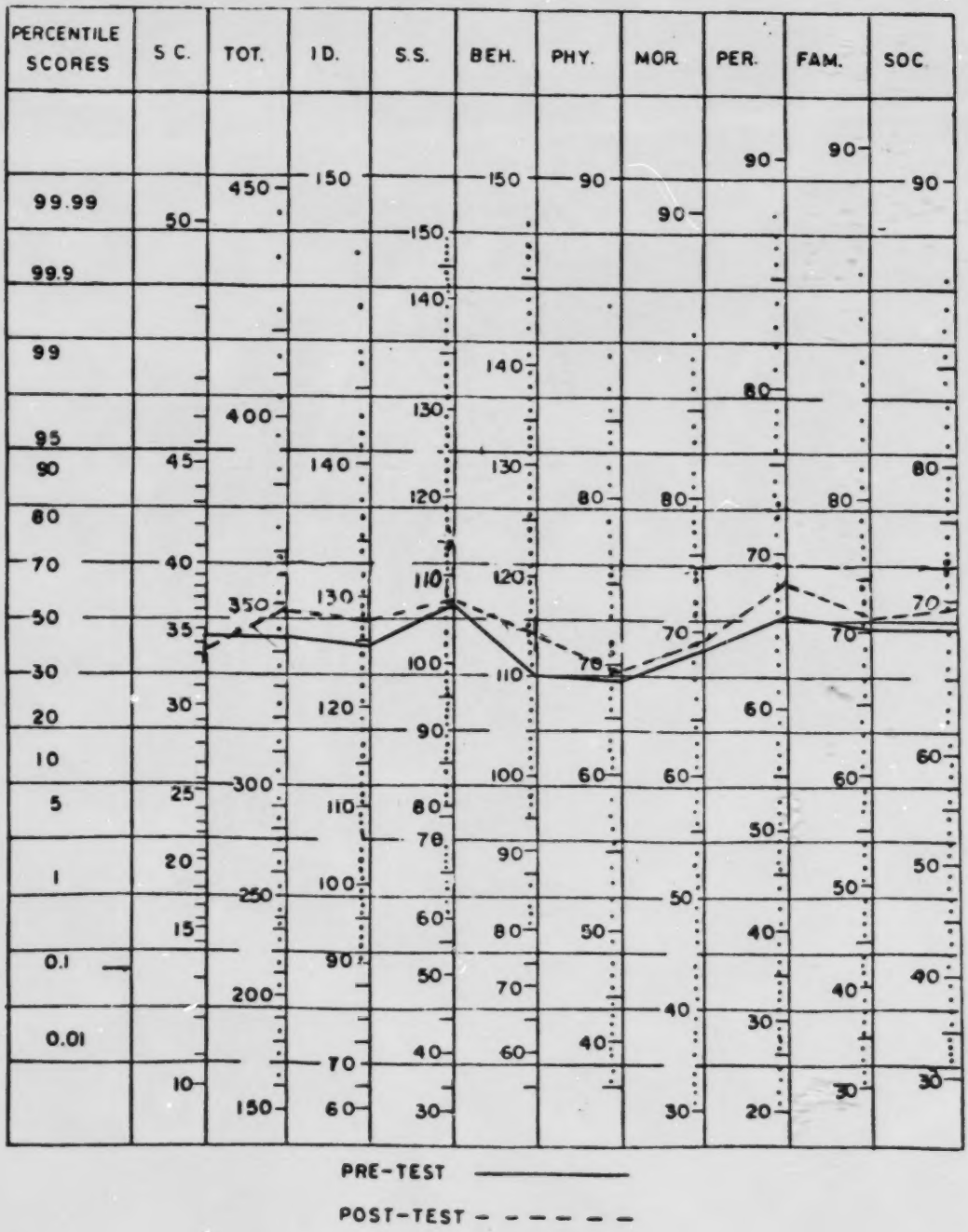


Figure XIV: Total Change in Self-Concept as Broken Down into Ten Sub-Area Profiles: Experimental Group Mean

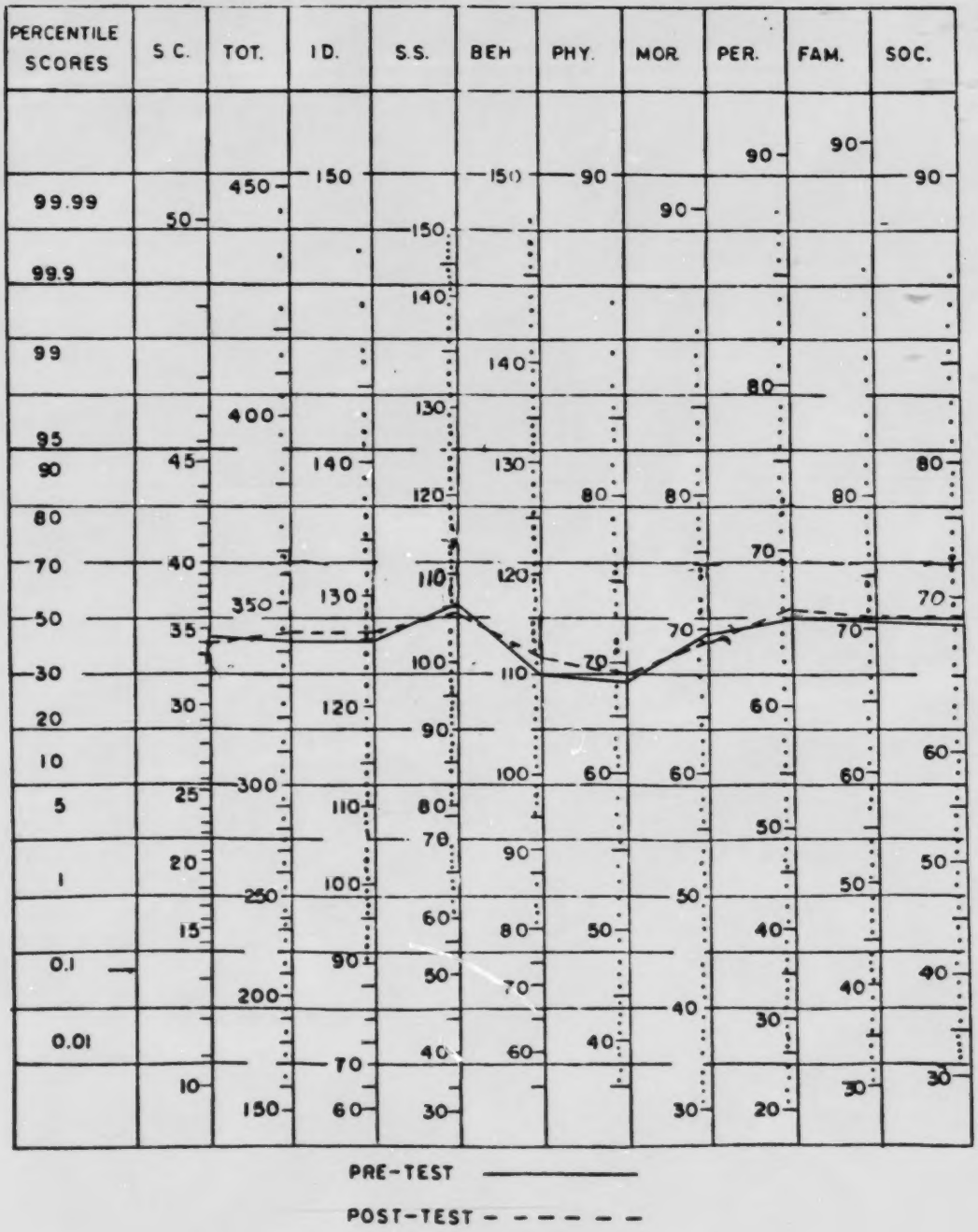


Figure XV: Total Change in Self-Concept as Broken Down into Ten Sub-Area Profiles: Control Group Mean

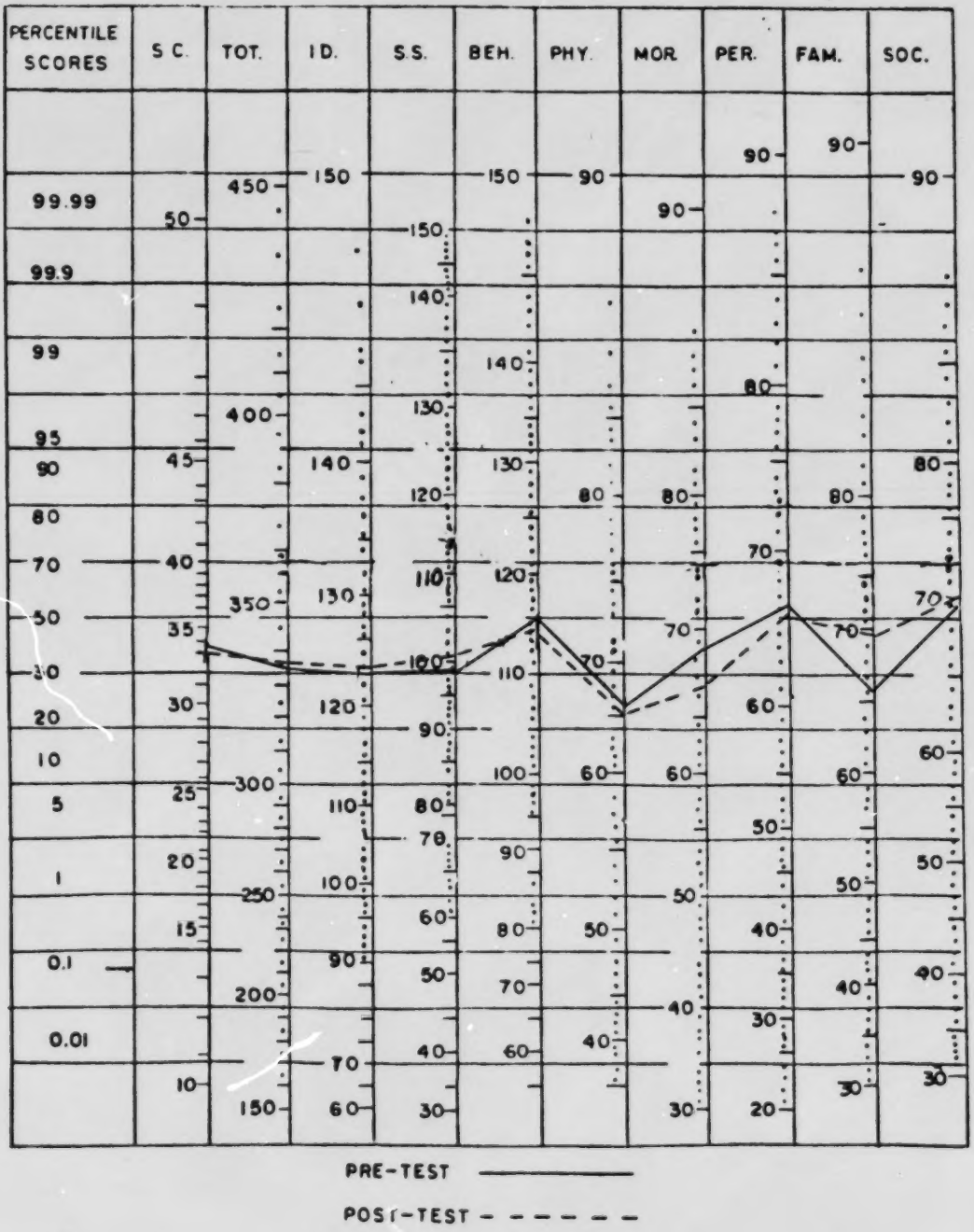


Figure XVI: Total Change in Self-Concept as Broken Down into Ten Sub-Area Profiles: Group RC Mean

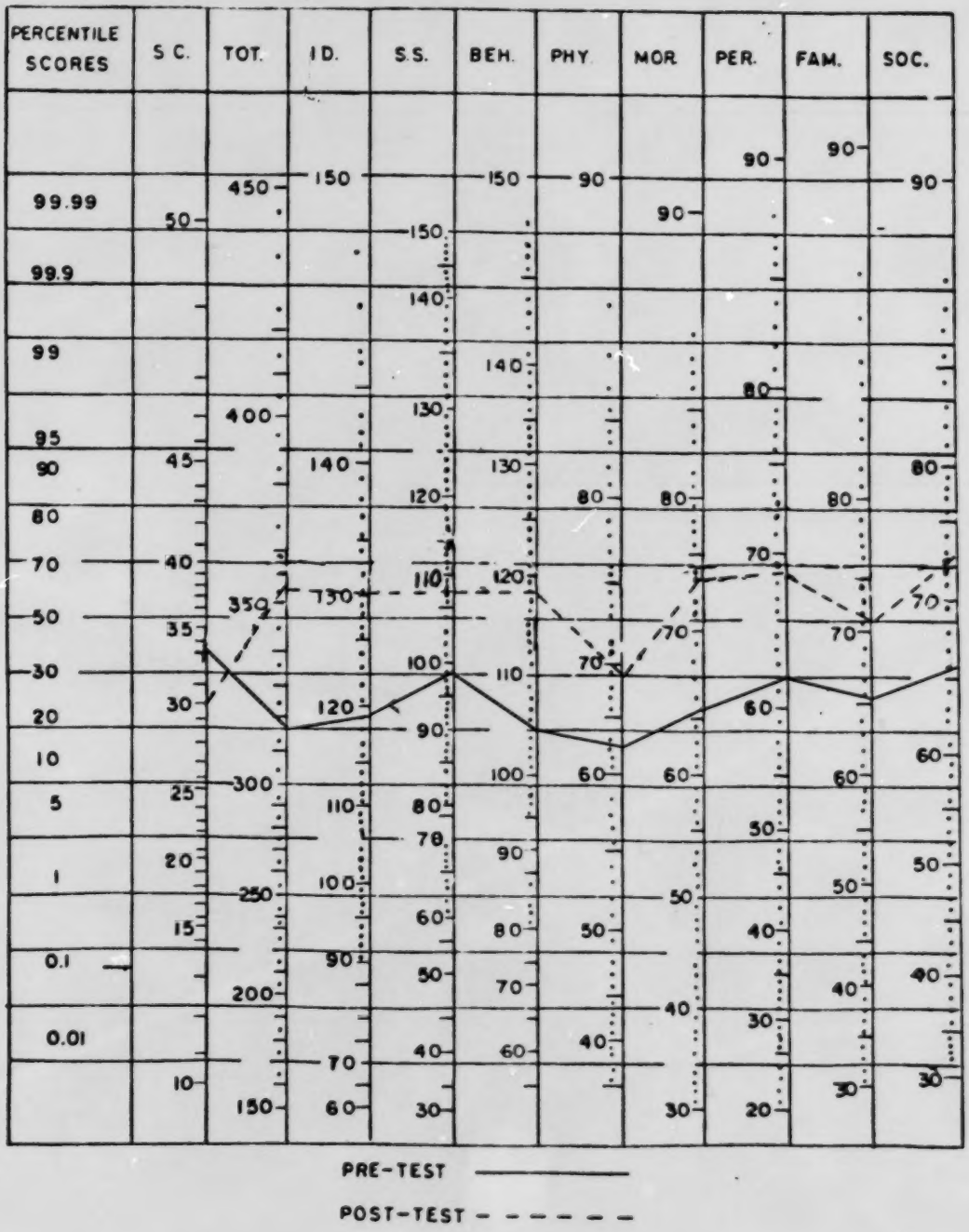


Figure XVII: Total Change in Self-Concept as Broken Down into Ten Sub-Area Profiles: Group HWMG Mean

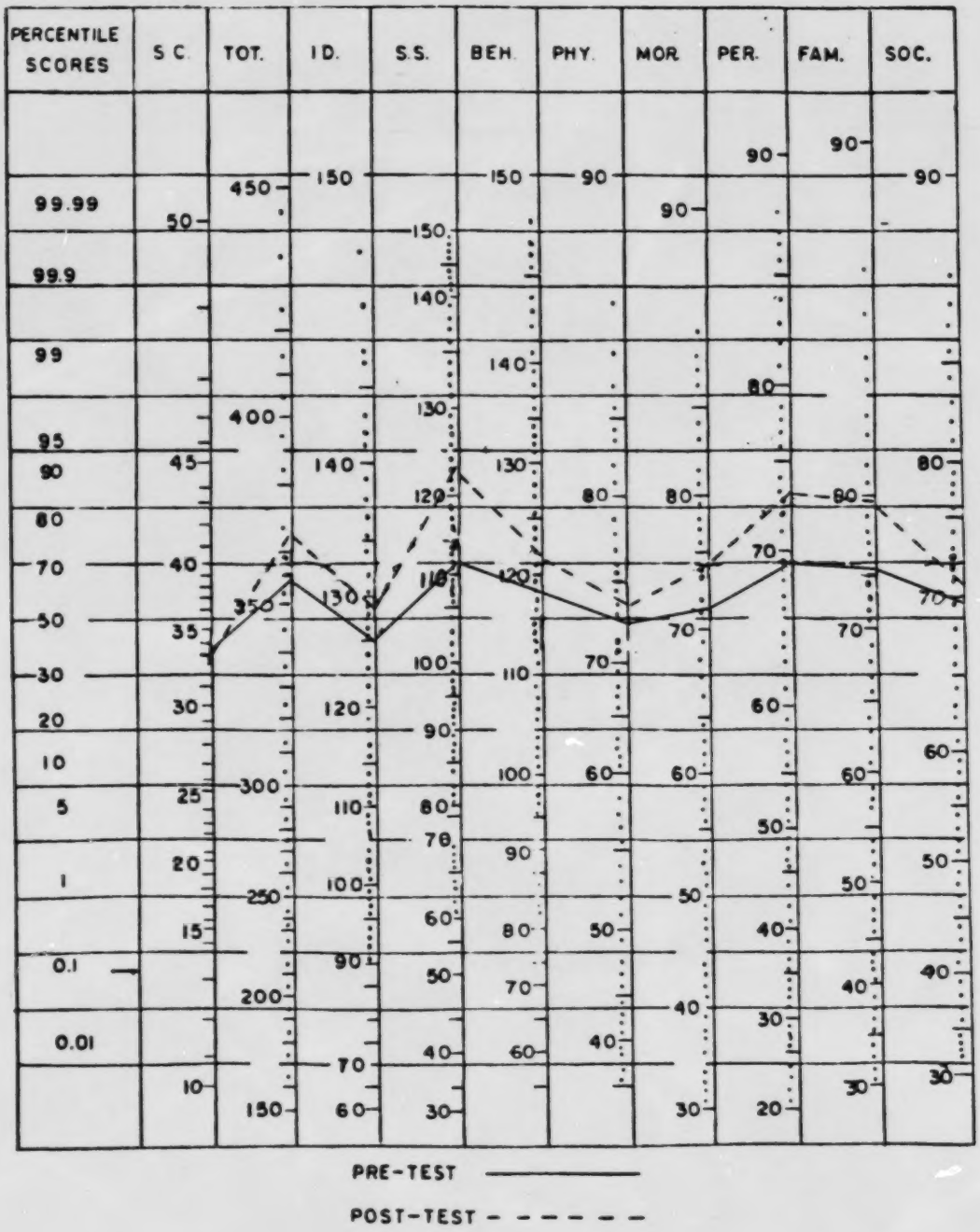


Figure XVIII: Total Change in Self-Concept as Broken Down into Ten Sub-Area Profiles: Group MPC Mean

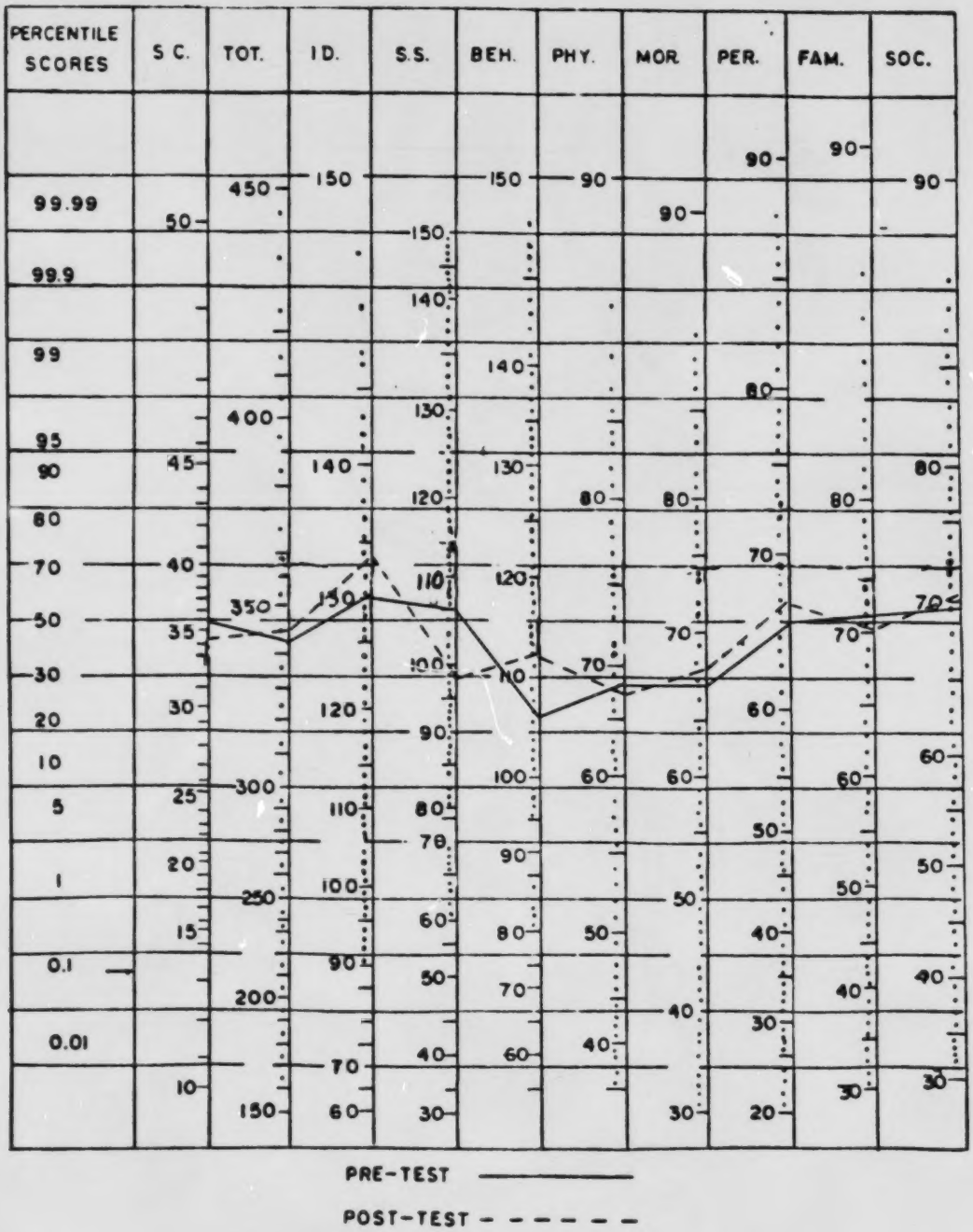


Figure XIX: Total Change in Self-Concept as Broken Down into Ten Sub-Area Profiles: Group FT Mean

D. Summary

The Tennessee Self-Concept Scale was administered to the twenty-two Control group subjects (March 21, 1980 pre-test; April 22, 1980, post-test) enrolled at CLC and the seventeen Experimental group participants attending the Spring, 1980 CLC Outdoor Education Leadership Course (May 24, 1980, pre-test; June 13, 1980, post-test).

The Experimental group post-test results indicated a significant increase in total P scores when compared to the Control group from Time One to Time Two. This result suggests that the CLC Outdoor Education Leadership Course was responsible for the participant's change in self-concept.

The author believes the key factor in the self-concept change of participants was the "Leadership Team". Specifically it was their philosophy and behavior in teaching "Who they are first"; "being sensitive to the feelings of students" and "teaching skills as a means to an end" (refer to Chapter 3, p. 83).

The author also belives the second key factor for the change of participants' self-concept was the "communication" involved in the "process of living with others in a small Christian community completely emersed in the power and impact of nature" (1980 CLC pamphlet).

When total self-concept was broken down into nine subscale areas, no interaction effect was observed in Experimental versus Control group scores.

When total self-concept was broken down into nine

subscale areas, significant interaction effects were observed in behavior and moral-ethical subscales in Camping groups versus Control group scores. The author believes that membership in a particular Camping group is also a key factor for these changes in self-concept.

A curiosity which must be addressed is why did group H.W.M.G. change so much more than the other three camping groups? The author did find some important factors (refer to Chapter 4, p. 148) that affected participants' self-concept change, however, those factors do not explain all that happens during an outdoor program. Thus other comparisons between group H.W.M.C. and the other three camping groups were made on the factors that affected self-concept change, communication skills, reasons for taking the course, activities benefited from most and how benefited. None of that data supported a hypothesis about why group H.W.M.G. changed more than the other three camping groups.

The author's assumption, supported by the lack of consistency in the above comparisons, is that the statistical data and the participants' comments cannot totally measure or explain why one camping group will change more than another camping group. The author's second assumption is that it is not only the factors that influence self-concept change but also the level of intensity of interaction with the elements of the factors that influence a participant's self-concept change.

SECTION 3

PARTICIPANTS' PERCEPTIONS OF THE CLC OUTDOOR EDUCATION LEADERSHIP COURSE

A. What Factors in the Total Experience of the Spring, 1980 CLC Outdoor Education Leadership Course Induced Changes in the Participants?

The participants indicated the order of importance of the factors (see Table 31) that contributed to their personal growth, development or change were: (1) Leadership Team, (2) Communication Skills, (3) Participants, (4) Environment, (5) Spiritual Beliefs, (6) Curriculum Elements and (7) X-Factor.

A description of these factors is:

1. Leadership Team - the leaders instructing the course and their approach to leadership. It does not include emerging leaders of the peer or camping groups.
2. Communication Skills - the processes of sharing information about self and others between self and others.
3. Participants - the people taking the course.
4. Environment - the physical, geographical area.
5. Spiritual Beliefs - the thoughts and feelings a person has about an existence greater than themselves.
6. Curriculum Elements - the planned program elements, activities and events.

Table 31

Factors Perceived by Participants as Inducing Change
(see Appendix B)

Importance of Factors	Factors	Number of Responses: Most Important 1-2	3-4	Least Important 5-6	7
1	Leadership Team	10	3	3	1
2	Communication Skills	7	5	4	1
3	Participants	5	5	4	3
4	Environment	4	7	5	1
5	Spiritual Beliefs	3	9	3	2
6	Curriculum Elements	2	4	11	0
7	X-Factor	2	2	4	9

7. X-Factor - the unknown that happens during the experience (Gibson and Benson, 1980, pp. 2-3).

The results that the Leadership Team is the most important factor for change is consistent with the philosophy and content of the CLC Outdoor Education Leadership Course where "the leaders teach who they are".

Comments made by the participants include, " the leadership team set an example of a way of life that I want to work toward"; "It was the first time since school days where I got the feeling someone [leadership team] I respected greatly, cared about me"; "Their example was easy to see.

They had all areas of skill - physical education skills, biology, spiritual, communication. They loved us, etc. They were models of what the course tried to teach"; "They were models for me in all areas of growth and development"; "I feel they [leadership team] gave so much to us. It was these people who set the tone for our whole learning experience".

The results that Communication Skills is the second most important factor for change is consistent with the philosophy and content of this outdoor course where participants "learn the communication processes of living with others".

Comments by participants include, "I developed new skills in this area and through them I was able to get feedback about myself and this enabled me to change and grow"; "I learned that serious conflicts can be worked out. I think this will help me in future relationships"; "I opened up to group members about my feelings and goals"; "I feel because of the awareness we were given in communication, we all got along better"; "Without such close communication and trust, my love for the whole community would have been a slower process".

The Participant factor was rated as the third most important factor which induced change. Its relative significance (see Table 31) is questionable because of a lesser number of responses for its importance. However, comments by participants included, "I learned a lot from the

sharing others gave me"; "There is so much to learn from the people I have met - not only their knowledge but their wisdom"; "Without such a fantastic group my personal growth would not have been spiritual"; "You learn from each member of your group since each contributed to your growth in some way".

The Environment factor (see Table 31) was rated as the fourth most important factor which induced change in the participants. Its significance as a change agent is also questionable because of the lesser number of responses for its importance.

However, comments made by participants included, "Both trips the environment showed us that it can take your life if we're not careful; but it can also give you pleasure"; "The freshness of the wilderness, it challenges me"; "Rain and snow gave me added pressures, showed me importance of skills, [and] added pressure on communication, taught me respect"; "The outdoor environment requires me to reach inside myself to my inner resources and grow at this personal level. No other environment requires this of me quite like the outdoors".

The results that the Participant and Environment factors have played some part in the change of participants' perceptions of themselves is consistent with the aims of the Outdoor Course in which participants are "living with others in a small Christian community, completely emersed in the power and impact of nature".

The author suggests that the personal growth and changes cited by the participants in their comments about the factors Leadership Team, Communication Skills, Participants and Environmental will have an effect on their self-concept.

B. What Other Factors in the Total Experience of the Spring, 1980 CLC Outdoor Education Leadership Course Induced Changes in the Participants?

The author, in trying to find new factors that may affect participants in an outdoor experience, asked the participants to list as many as three other factors that contributed to their personal growth, development or change (see Table 32).

It is interesting to note the Communication Skills was listed as the most important "other" factor for inducing change, even though it was not a new factor unknown to the participants.

The first new factor for inducing change in participants is personal attitude. A comment by a participant was, "I entered these courses with a very positive attitude. I wanted to learn and to understand". This comment is similar to one made in the 1980 CLC pamphlet, "Persons interested in this program should look for the following qualities in themselves as the degree to which they are present will determine the degree of growth. . . ."

The second new factor for inducing change is Thought for the Day. Every morning a member of the leadership team or a course participant would read to the total community a

Table 32

Other Factors Perceived by Participants as Inducing Change (see Appendix B)

Factor	Frequency
Communication Skills (individual and group debriefing 2, openness 2, confrontation 1, community campfire 1)	6
*Personal Attitude (personal attitude 1, confidence 1, reliability 1, self-reliance 1, humor 1)	5
*Thought for the Day	3
Canoeing	2
Pioneer Ranch Camp	2
*Keeping a Diary	2
Other Christians	2
Physical Stress	2
Orienteering	1
Leader's Marriage	1
Vacation	1
Time Spent Alone	1

*New factors

passage which would be the theme of inspiration for the day's activities. A comment by a participant was, "Thoughts for the Day gave me inspiration and something to think about for the rest of the day".

The third new factor found contributing to personal development was diary writing. A comment made by a

participant was, "Writing in my diary made me think about things instead of taking them for granted".

The author suggests that the Personal Attitude of participants, Thought for the Day and Diary Writing are new factors which contributed to the participants' personal growth development or change during the Spring, 1980 CLC Outdoor Education Leadership Course.

The author also suggests that participants rating the Communication Skills factor as another factor inducing change adds significance to this factor for inducing change in participants during the outdoor leadership course.

C. What Activities in the Spring, 1980 CLC Outdoor Education Leadership Course Induced Changes in the Participants and What Were These Benefits?

Self-concept changes in the participants as measured by the TSCS have been discussed (see Chapter 3), together with the author's observations regarding those changes.

The participants in the Spring, 1980 outdoor course responded generally in terms of skill activities (see Table 33) as the activities inducing change. Canoeing, backpacking and orienteering were the outdoor skills focused on in the 1980 outdoor course. Their responses are consistent with this type of outdoor course where skills are being developed and used to ensure individual and group survival.

Communication skills was cited as the second most important activity inducing change. A comment by a participant was, "Individual and group debriefings gave me a

Table 33

Activities Perceived by Participants as Being Beneficial (see Appendix B)

Activity	Frequency
Canoeing	7
Communication Skills	6
Backpacking	4
Orienteering	3
Outdoor Skills	1
Participants	1

clear picture of myself. I saw things in myself I never knew about".

Table 34 shows the major benefits gained by participants as a result of the Spring, 1980 CLC Outdoor Education Leadership Course. It is interesting to note that although outdoor skills were the most important activities for inducing change, they were not perceived as the most important benefits. The author believes this is because the CLC outdoor education leadership course focused on "people development" instead of on "physical skill development".

The most important benefit was in terms of personal growth. This result is consistent with the philosophy and content of the Spring, 1980 CLC Outdoor Education Leadership Course in which "skills are a means to an end; the end being a positive change in participants' perceptions of themselves" (Benson, 1980, p. 7).

Table 34

Benefits Perceived by Participants as a Result of Significant Activities (see Appendix B)

Benefit Perceived by Participants	Frequency
Personal Growth	11
Outdoor Skills	6
Communication Skills	6
Leadership	2
Spiritual Growth	1
Decision Making	1

The author suggests that the benefits cited by the participants in areas of personal growth, outdoor skills, communication skills, leadership, spiritual growth and decision making (see Table 34) will have an effect on their self-concept.

D. Comparison of Group Living Problems and Resolutions: Spring 1979 and Spring 1980

The participants in the 1979 Spring trip (Coutts, 1980) indicated (see Table 35) that 50 per cent (8/18) of the course participants had some sort of group living problems. They also indicated that 75 per cent (6/8) of the course participants who had group living problems were able to resolve their problems with the help of group debriefings.

The participants in the 1980 Spring trip indicated (see

group debriefings played a large part in the effective functioning of the camping groups during the Spring 1979 and 1980 CLC Outdoor Education Leadership Courses.

The author also believes these results show the importance that communication skills and camping group debriefings have in helping to make living in groups a more positive experience in outdoor situations.

E. What Elements of the Communication Factor in the Spring, 1980 CLC Outdoor Education Leadership Course Induced Change in the Participants?

The participants indicated (see Table 36) the order of importance of the elements of the communication skills factor that contributed to their personal growth, development or change as follows:

1. Individual student assessment with four leaders.
2. Camping group debriefing at Pioneer Ranch Camp.
3. Using communication skills within camping group.
4. Camping group debriefing at the Bighorn River.
5. Communication skills theory and practice at CLC.
6. Leaders' use of communication skills.
7. Community sharing campfire on the Clearwater River.
8. Using communication skills with other groups.
9. Highs and lows campfire at Tershisner Creek.
10. Highs and lows at Shankland Valley.
11. Final debriefing in the van on the way home.

The results that the "Individual Student Assessment" (see Appendix H, refer to Chapter 1, p. 15) with four leaders

Table 36

Elements of the Communication Factor Perceived by Participants as Inducing Change

Elements of the Communication Factor	Number of Responses: Most Important 1-2	3-4	5-6	7-8	Least Important 9-10-11
Individual Student Assessment	11	3	0	2	1
Debriefing - Pioneer Ranch Camp	6	2	4	2	3
Communication Skills Within Groups	5	2	4	4	3
Debriefing - Bighorn River	3	7	1	2	3
Communication Theory and Practice at CLC	3	3	4	3	4
Leader's Use of Communication Skills	0	9	3	4	1
Community Sharing at Clearwater River	2	2	4	1	7
Communication Skills with Other Groups	0	4	5	1	7
Highs and Lows at Tershisner Creek	0	3	6	3	5
Highs and Lows at Shankland Valley	1	2	1	6	6
Final Debriefing	1	2	2	5	6

is the most important element of the communication skills factors for inducing change is consistent with the philosophy and content of the CLC outdoor program in which "leaders teach who they are".

The responses by participants to this question (see Appendix B) are also consistent with their responses (see Table 31) indicating that the leadership team was the most important factor for inducing change.

Comments by participants included, "Felt really good to hear words of confidence from leaders that I respect"; "I learned about myself from a leadership point of view and I discovered how others perceive me and how I relate to other people"; "Good feeling that they [leaders] cared enough to share good and bad, learnt some weak areas that I can work on, helped me set some future goals"; "It was hard to take but set me straight on the things I must work on"; "The leadership team in the individual debriefing showed their care and concern risking enough to tell me my weaknesses. It was a highlight for me and appreciated more than words can say".

The author suggests that the Individual Student Assessment had a positive effect on the participants' self-concept.

The results that the first two debriefing sessions at the Bighorn River and Pioneer Ranch Camp (see Table 36) ranked second and fourth in importance as communication skills elements is consistent with the Spring, 1980 outdoor course (Gibson and Benson, 1980) content which states, "For group survival a structure must exist by which feelings can be aired and conflicts resolved". This is also consistent with participants' responses (see Table 31) that Communication

Skills is the second most important factor for inducing change in participants. The author suggests the reason for this positive effect on participants is because the debriefings first allowed each participant to explain what was happening to them from their own perspective before other participants gave them feedback (see Appendix F).

Typical comments about the first camping group debriefing at the Bighorn River include, "It broke the ice for our group to start communicating"; "This was great! It brought a lot of things into the open. Made us move closer as a group"; "New experience for me, felt uncomfortable at first, forced to risk but also saw the good it did for the group"; "Helped me see where others were at, more came out than expected, pinch-wise"; "Really good because it settled rising tension in our group". These responses are reflective of the purpose of the first group debriefing (see Appendix F) in which students:

- Focus on Self - students become aware of themselves; specifically how they function in the group.
- Focus on Others - students begin to understand other group members without providing others with feedback.

Typical comments about the second camping group debriefing at Pioneer Ranch Camp include, "This was where I learned the most, it allowed me to see myself better"; "Made us become open with each other. We became much better friends when we told our pinches, etc."; "Cleared up even more problems and allowed our group to communicate more easily";

"A lot came out about each other. It had been a difficult trip [backpacking]"; "This was a difficult debriefing for me. I felt depressed and like I wasn't good enough, that I was the problem person in our group, after the session"; "I felt hurt and confused because of the relationship I had or didn't have"; "Wow! I hurt a lot. I felt as if all that's shown in my character are the ugly things". These responses, both positive and negative, are reflective of the purpose of the second group debriefing (see Appendix F) in which students:

- Focus on Self - students become aware of changes in themselves since the first debriefing.
- Focus on Others - students give other group members specific feedback based on behavior description and how other group members' behavior is affecting them by using description of feelings.

The author suggests that the first and second debriefing sessions had a positive effect on the self-concept of participants.

The results (see Table 36) that "using communication skills within the camping group" is the third most important element of the communication factor is consistent with the participants' responses (see Table 31) that "participants" is the third most important factor for inducing change in participants during the 1980 outdoor course.

Typical comments include, "To put into practice was a challenge"; "Important to share feelings and be sure others

knew how each person was feeling"; "For me this was very important"; "We are a bit weak. I know I am going to be more conscientious about communicating with my friends and family"; "I experienced communication problems and successes. Feeling pinches, letting them crunch. Working things out and the importance of it"; "You have to risk before you can grow as a group".

The author suggests that communication within the four camping groups had a positive effect on participants' self-concept.

It is interesting to note that the final group debriefing (see Table 36 and Appendix F) was rated as the least important communication skills element for inducing change in participants.

Typical comments include, "Made me feel good but we knew where we were at. We didn't have many pinches in this part [canoeing] so wasn't that effective"; "Felt so close to group members, openness, honesty and risk seemed to bond us together"; "Good. A fine way to end up. We've been through a lot together and we've grown a lot"; "I felt very good about it. Words and thoughts come easier this time. I wasn't afraid to speak out"; "This was the final summing up of our whole trip and finished off the experience for me on a positive note"; "I'm going to miss all those guys because we had grown into a community".

The author suggests that the first two debriefing sessions and the participants using communication skills

within their camping groups is the reason participants rated the third debriefing session least important as a communication element for inducing change. The author also suggests this is positive in that students were resolving group conflicts and problems through the whole outdoor course and did not let feelings and conflicts pile up to a breaking point.

F. Summary

Responses by the seventeen participants to certain experiences of the Spring, 1980 CLC Outdoor Education Leadership Course were recorded in questionnaires after the course.

In terms of factors that induced change in self-concept the participants indicated that the "leadership team", ($x = 10$) and "communication skills", ($x = 7$) were the most important factors. The students also suggested "participants", ($x = 5$) and "environments", ($x = 4$) had an influence. The course participants suggested four other factors, one already identified and three new, as having an influence on their personal growth, development or change. These were "communication skills", ($x = 6$); "personal attitude, ($x = 5$); "thought for the day", ($x = 2$) and "keeping a diary", ($x = 2$). The author suggested these factors affected participants' perceptions of themselves.

Participants indicated "outdoor skills" ($x = 15$) and "communication skills", ($x = 6$) were the major activities

inducing change. In assessing the type of change from these activities the participants indicated "personal growth", (x = 11); "outdoor skills", (x = 6) and "communication skills", (x = 6) were the main benefits. The author suggested this affected the participants' perceptions of themselves.

In terms of group problems and resolutions of group problems 94 per cent (16/17) of the participants indicated they had had group problems. Fifty-six per cent (9/16) of the participants who had had group problems indicated they were able to resolve them through group debriefings and the use of communication skills. The author also suggested this affected participants' perceptions of themselves.

In conclusion, the elements of the communication factor which induced change were described. Participants indicated "individual student assessment", (x = 11); "debriefing at the Pioneer Ranch Camp", (x = 6); "communication skills within groups", (x =5); and "debriefing at the Bighorn River", (x = 3) were the most important elements of the communication factor that influenced their personal growth, development or change. The author also suggested these elements affected participants' perceptions of themselves.

CHAPTER 4

ASSESSMENT OF PERSONAL IMPACT

A. Introduction

This chapter will include an assessment and description of the author during the CLC Outdoor Education Leadership Course.

B. Description of Several Days of the Outdoor Leadership Course from the Author's Diary

In order to clearly show some of the events, activities, emotions and highs and lows the author experienced during the outdoor leadership course, excerpts from the author's diary are given:

Wednesday, May 28, 1980

We started hiking in the sun. It shone through for a few minutes. I was leading and it was easy to follow the trail because it was blazed. Then we had rain and snow and drizzle and sleet. We hiked using lead, middle and sweep. Once to the top out of tree line, we went to two scouts, lead and sweep. Doc and I found the trail that goes just above tree line along the edge of the scree slope. For some time there was trepidation while crossing the scree. A great group.

I really enjoyed walking out front by myself. Snow on

the ground, wind and snow blowing. Fog coming up the ravine.

Allstones Lake is the prettiest spot in the mountains. We set up survival lean-tos and had the groups cut ridge poles. I was wet when I got into camp.

Really love Doc and Gibber. What super guys! Spent time drying our clothes and laughing and reminiscing about old times.

Monday, June 2, 1980

Camping groups find their way from Bighorn River to Shankland Valley campsite. Distance: eight miles of mountains.

By the campfire in the Shankland Valley. Ellen and Gibber are getting supper read. I'm still drying my socks. What a day! We were up at 5:30. The first group left at 6:30 and the last at 7:30. We left after them. Ellen led us here. She did an excellent job.

At times I was wondering if I was going to make it. Up and down hills, then two hidden gorges. Then up even higher to the south ridge of Shankland Valley. What a climb!

Wet feet. Lifting them up and letting them fall into the next step up the hills. Water squishing in your boot because of the fresh snow at higher elevations. Breathing in with one step and letting it all out in the next. Sore right knee and a 65 pound pack. Stopping to catch your breath and to let your legs stop screaming.

At the top of the ridge we stopped for lunch on the cut road. A grizzly bear had walked there since the snowfall so that makes his tracks only two or three days old. I've been in here three times and twice I've seen signs of the "Shankland Grizzly".

At the Happy Wandering Mountain Goat's lean-to. We're having a community sharing; peak experiences, highs and lows' about today. In response to Christine's sharing of highs and lows and pinches Bill said, "We were just Mountain Goats today. We weren't happy".

Thank you Lord for guiding the groups safely here.

Tuesday, June 3, 1980

From Shankland Valley up Cathedral Mountain and down into Hidden Mesa.

What a day! It rained all last night but stopped this morning at 7:00 a.m. We got up and decided to go for it, up the 8.000 foot ridge. We had lunch just below the tree line so that we would be sheltered from the wind. I was people person this morning.

This afternoon I was scout and took Mike and Joe. I started off leading through the snow and kept it up all day.

What a day walking along the ridge! Fog and wind and sleet and rain. You could see the clouds rolling up the valley towards you. Then you would feel the wind and see wisps of clouds billowing over the ridge. Next you would be totally surrounded by clouds, hardly able to see one-hundred

yards along the ridge. At the top of the ridge you would look over and all you would see is cloud. No rocks. No trees. No bottom. Only cloud.

On the way down from Cathedral Mountain I told people to space themselves out, walk slowly, stay away from the ridge and if they fell to fall to the west. At least they had a chance then. If they fell to the east they had a three-hundred foot drop. I scared one of the girls with the directions. She was crying at the top.

Gibber had a bit of trouble finding the ridge down. People were standing and waiting; getting cold. A few people had no dry clothes. I decided to come down but then didn't. Almost a mistake. A mistake we couldn't afford to make. Doc, Ellen and I had a pinch with Gibber but it was resolved.

Wednesday, June 4, 1980

In the dining lounge at Pioneer Ranch Camp. The group is filling out the questionnaire (see Appendix G) for the second debriefing. I'm feeling, was feeling, hurt, frustrated, angry. Almost belittled. The leaders just had a meeting. It seemed like everyone was down on me, especially Ellen. All I was trying to do was get things organized for the next four days here. I really felt snubbed by her.

Somehow I think that there is an underlying negative response from Ellen, Doc and Garry that the students are picking up on. One of not treating me seriously as part of the leadership team. That I'm just along for the ride. Perhaps it is because I am on a peer level with most of the

group that I have these thoughts. Mostly though it is because I was hurt by Ellen's remarks in the Currey Barracks.

Janice is really good. Her sister just got offered a scholarship to Carleton. I felt really glad that she came and talked to me when she did. I felt important. I felt needed as a person. Something which I realized I haven't been feeling this trip. Doc and Gibber and Ellen could get along quite easily without me. I have said I should be doing more as a leader. I wonder now if I have been doing my share but I haven't gotten the verbal and especially non-verbal feedback that I am a needed and wanted member of this group.

I'm daydreaming in my hurt. I wonder how long this has been just below the surface. I feel just terrible.

Worked out my pinch or rather crunch with Ellen. Feel much better. Talked about having our own debriefing.

Thursday, June 5, 1980

Debriefings tonight at Pioneer Ranch Camp. Two groups at two hours is four hours equals burnout. Tired. A lot came out though. The debriefings were handled differently but the same information was generated. Doc and I used the Second Debriefing Questions (Appendix F). Ellen and Gibber were together. Ellen asked the first question from the First Debriefing Questions (Appendix F) and the landslide came.

Monday, June 9, 1980

Back at Elk Creek. We went to the Seven Mile Flats

campsite today. Another long day. A lot of us are burnt out. I was with Jack. Two dumps. We did a lot of eddy turns.

We had a leadership debriefing at lunch. Most of the pinches had already been cleared up. We're going to do another student debriefing.

Ellen and Janice went under a sweeper. Thank you Lord for this day. For watching over them. For protecting them from harm. I love Ellen so much.

Tuesday, June 10, 1980

A beautiful morning. Thank you Lord for this day. Mountains and hills to the west are covered with snow but it is melting fast. Forested hills all around us. A fast flowing river and high green grass beside us. Squirrels chattering behind us. Sunshine is warming me.

This river is higher this morning than yesterday. We've changed our plans a bit. Today is a layover day with biology and debriefings. Doc, Ellen and I washed our hair this morning. Breakfast is still cooking.

Supper time. We played Coyotes, Rabbits and Leaves this morning. We also added in man and pesticides. What an excellent way to show biological concepts.

We've been doing individual student assessments all afternoon. They take time but the students like them and we believe that you Lord, are working through us in them. It is important that we are aware of our own spiritual awareness because this is the key factor for this whole experience.

Laughter at supper. What a great bunch!

Wednesday, June 11, 1980

Beside Rock Creek just west of the bridge at the south end of Idleweide Mountain and on the west side of Seven Mile Flats.

What a great day! I had a great time canoeing with Mike. We did the most runs of anyone. Shot everything at least twice. Didn't dump although we played submarine once. Canoeing for myself today. Doc and Gibber are played out. A lot of pressure when you are a leader.

This morning just before the S-turn Mary and Ralph dumped. A tense situation. Luckily they didn't go through the turn with all its sweepers. They were at least an hour behind us. Thank you Lord for warching over them. I was really concerned because Ellen was paddling with that group. It is harder if someone you love, really love, like your wife, is on the course and the course has some dangerous parts to it.

C. Assessment of Personal Impact During the CLC Outdoor Education Leadership Course

An instructor in an outdoor experience goes through the same physical hardships as the participants. For me it was the eight mile trek from the Bighorn River to the Shankland Valley. I, like other participants, have learned to accept the fact that I can be weak as well as strong. I also had emotional highs like Cathedral Mountain and lows like Pioneer Ranch Camp.

I have learned that when I am drained emotionally, physically and mentally, comments that ordinarily would not

bother me conjure up all sorts of fantasies. I am able to go with the feelings but at the same time am able to clear up problems, especially if they are with a person like my wife Ellen, whom means a great deal to me.

At the same time, because this happens to me, I must be more aware of what I say when other people are emotionally, physically and mentally low. This happened when I gave instructions about being careful when coming down from Cathedral Mountain and one girl started to cry. I need to downplay my own fears and anxieties in those situations and sometimes make a grave situation a little lighter.

Also, I need to be needed and I need to know I am needed by others. When I write this statement I ask myself, "Are you letting others know they are needed by you?" Although this is a simple statement, it has a profound effect upon me.

Outdoor education is a spiritual high for me because it is where I come in close contact with God, and with other people and with nature. It has its risks and dangers though. The day when I came around the S-turn and saw Ellen on top of the sweeper, the canoe under it and no Janice, my instincts for survival went into play. We turned into an eddy and saw the other people in our group and then I saw Janice. Ellen and Janice were both okay; that is what was important. When we got out I first went to Janice to see how she was although I knew physically she was okay. Emotionally though, she had had a shock. Next I went to see how Ellen was. She was a

little scratched up and angry at herself for upsetting. What does come through to people is my genuine concern and love for them as human beings.

My Myers-Briggs scores (Appendix J) show I am an Introvert-Sensing-Feeling-Judging type (hereafter ISFJ). As an ISFJ I am super dependable. This part of me came out during the intervention. If an activity had to be done, I made sure it was done. Sometimes I helped others complete things and at times if the other leaders were too busy I filled in for them. An example of this was the recording of the curriculum activities that were presented by the leadership team during the day. At night I would review that list to make sure the course participants were able to record it in their diaries for future reference.

Since beginning the M.A., A.B.S. program my Myers-Briggs scores have changed on the feeling scale. My feeling score has moved very close to zero. An ISFJ with thinking as auxilliary, if they are an executive, may have some trouble with people unless they take extra pains to appreciate and understand. This happened with me in my role as Director of Residence Life at Camrose Lutheran College. I had conflicts with my supervisor, the Director of Student Services and the Athletic Director. It was not until the very end of the school year that I was able to understand their job descriptions which influenced their actions. I believe this incident has given me greater insight into myself and how I must focus more on understanding those who are at odds with

me. This is also typical of ISFJ behavior.

However, I can get into difficulty when working with people who don't need as much clarity as myself. This happened again during the intervention in the leadership meeting at Pioneer Ranch Camp when I was trying to organize activities for the next few days.

My wife writes, "He's so different from Gibber - Lyle is precise, wants to know what's happening all the time - when, where and how". One thing I have had the chance to do is wing it. That is, fly by the seat of my pants and not be concerned, as an ISFJ is, about all the details. I taught a backpacking course at the Alberta Blue Lake Centre. I came in completely unprepared in the sense that I didn't know how many people were going out, the other instructor, the area we were going into, nothing. It turned out very well but it took a lot of awareness and struggle on my part fo keep myself settled down.

Thus, the major qualities that I have that were my personal impact during the intervention were genuine concern and love for others as human beings, need for clarity by me and super dependable.

As I look back now I realize these same qualities were in the forefront of how I designed this intervention.

(1) Genuine concern and love for others as human beings - the debriefings (Appendix F, C. Outline for Debriefing Questions) were designed in such a way that participants would become aware of their

strengths before they received feedback about their weaknesses. Although this was protectionism on my part, I did not want to needlessly hurt a person emotionally through using debriefings improperly during this intervention. Without adequately preparing the participants, I believe this may have happened.

(2) Need for clarity - this need for clarity by myself in the design of the intervention took the form of writing up lesson plans for almost all the exercises of the intervention. This was done so that when I was gone, another person could do the intervention with a minimal amount of training.

(3) Super-dependable - this quality of myself permeated the design by the fact that I did a trial run of the design in 1979 (Coutts, 1979) to iron out as many of the problems of it as possible. As well, all the developed material for the intervention exercises was reworked a second time with thirty-four Hall Seniors when I was Director of Residence Life at Camrose Lutheran College. In retrospect, I see myself as being dependable therefore the material I developed was also going to be dependable.

D. Growing Edges

(1) Truly recognizing the breadth and depth of the positive impact I have on others. This growing

edge kept coming out during the intervention although it is only now that I truly recognize it (refer to Chapter 4, pp. 153 and 160). Because I now have this awareness of my positive impact on others, I can use these qualities in a more constructive way in my family, play and business relationships.

(2) Getting paid what I think I am worth. This growing edge is in conjunction with my Myers-Briggs scores which indicate I am an ISFJ; the super dependable me who is "the most thorough of all types, painstaking, systematic, hardworking, and patient with detail and routine". Because I have these qualities and use them positively in programs I am involved with by helping improve the quality of these programs. Intrinsically I have many rewards for my work and I know that my skills, knowledge and expertise as well as who I am as a person were greatly valued by the client system I did this intervention for. I know this because they have asked me to be on permanent staff for their Spring Outdoor Education Leadership Course. What I have not been able to do is put a dollar value on my work, skills and expertise. My growing edge is to make the transference of how I am valued and the intrinsic rewards I receive to one of receiving monetary rewards when working with clients.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

A review was made of the relevant literature pertaining to the use of outdoor experiences as a means of inducing change in individuals. Particular attention was given to self-concept, groups and communication as related to outdoor education. The research indicated positive changes in self-concept for individuals who participated in outdoor programs. The author studied the Camrose Lutheran College Outdoor Education Leadership Course (Spring 1980) while acting as an instructor.

The CLC Outdoor Education Leadership Course has been developed over a six year period with the purpose of producing in participants leadership, outdoor skills, personal growth and an awareness of God. These aims are achieved through structured curriculum elements in the different outdoor experiences of backpacking, canoeing, a residential camp and living in a small group.

The purpose of this study was fourfold:

1. To measure changes in participants' self-concept.
2. To describe the participants' and author's observations of what factors may have caused these changes.

3. To find out if communication skills was a factor for inducing change in participants' self-concept and if so, what elements of the communication skills were most important?
4. To find out if participants had problems in group living and if so, how were these group living problems resolved?

The instrument used to measure participants' self-concept change was the Tennessee Self-Concept Scale. The seventeen (17) participants were tested with the TSCS before and after the twenty-two (22) day outdoor course. A control group consisting of twenty-two (22) students enrolled at CLC were tested in March and April, 1980.

A pre-test--post-test comparison with the control group showed a significant increase in total self-concept of the experimental group. Significant positive increases were found in the self-concept subscales of Behavior and Personal.

The results indicated inconsistencies between the small camping groups. The author suggested that membership in particular camping groups was responsible for this. Comparisons between the four camping groups and the control group showed significant positive increases were found in the self-concept subscales of Behavior, Moral-Ethical, Personal, Identity and Social, Significant interaction effects between the four camping groups and the control group were found in the self-concept subscales of Behavior and Moral-Ethical. The author suggested two camping groups, HWMG and MPC, wer.

largely responsible for these results.

With regards to the factors that induced change, the author's observations and the participants' responses indicated the leadership team, communication skills, participants and the environment were the most important factors. The participants also indicated that outdoor skills and communication skills were the major activities inducing change. The major benefits participants received from these activities were personal growth, outdoor skills and communication skills. The participants also identified three new factors for inducing change. These were personal attitude, keeping a diary and thought for the day.

In terms of group problems the majority of participants indicated they had group problems and they were able to resolve them with the use of debriefing sessions and communication skills.

The participants indicated the major elements of the communication factor which induced change in self-concept were the individual student assessment, the first two group debriefings and the use of communication skills within their camping groups.

Over all, the CLC Outdoor Education Leadership Course achieved its objectives of developing leadership skills, outdoor skills, interpersonal skills, sensitivity to the environment, an awareness of God and personal growth within the participants.

Although this summary includes qualitative data to give to the readers a broader understanding of this outdoor experience upon the participants, the best summary to show the depth of this experience is the following poem.

It is over now
but parting does not mean
leaving behind.

Long after the memories have faded
the photographs put away,
the cuts and bruises healed;

The muscles will remember
the pull of the paddle,
the strain of the hill;

The hands will remember
the cool of the water,
the burn of the rope;

The feet will remember
the support of the rock,
the warmth of the sun;

And even at times
when our thoughts are far away -
our hearts will remember
the love.

by Janine Gagnier
Participant, Spring Trip 1980

B. Conclusions

The author believes the CLC Outdoor Education Leadership Course provides a rewarding experience for the participants.

The author's opinion concurs with the findings that the leadership team, communication skills, the participants and the environment were the most important factors for inducing change in the participants. Although these four were the most important factors for inducing change, the author believes that

any one factor, including X-Factor, Spiritual Beliefs, Value System, Community Building, Reflection and Evaluation, may cause change in a participant. Leadership teams need to be aware of as many of these factors as possible and develop them into their programs so that the greatest possible positive change may happen to their participants.

The author also believes communication skills and debriefings are a necessity in the planning and implementation of any outdoor program. Their importance in increasing the effective functioning of camping groups and in establishing rapport between leaders and participants is paramount. At one time all an outdoor leader had to possess was outdoor skills and outdoor knowledge. That era is almost gone. Outdoor leaders will soon be required to have interpersonal skills, knowledge and theories to deal most effectively with individuals and groups in the outdoor experience.

Although further study is required, it is clear that the CLC Outdoor Education Leadership Course provides a rewarding experience for its participants which increases their leadership skills, outdoor skills, communication skills, group living skills, sensitivity to the environment, awareness of God and changes positively their self-concepts.

C. Recommendations

The author recommends that future researchers consider studying the other factors of participants, environment, curriculum elements, spiritual beliefs, X-factor, personal

attitude, community building, reflection, evaluation and value systems. As well, the long term effects of self-concept change through an outdoor experience need to be studied.

Lastly, outdoor leaders wishing to use the communication skills and debriefing sessions (Appendices D, E, F, G, H) should follow this outline for a successful experience (refer to Chapter 4, p. 159).

1. Getting acquainted exercises (icebreakers).
2. Expectations, fears, activities.
3. Theory sessions:
   (a) Pinch Theory
   (b) Johari Window
   (c) Interpersonal Communication Process
   (d) Interpersonal Gap.
4. Practice sessions:
   (a) Paraphrasing
   (b) Behavior descriptions
   (c) Description of feelings
   (d) Perception checks.
5. Real life experiences - e.g. outdoor program
   (a) Highs and lows - informal sharing or a formal sharing around a campfire
   (b) First debriefing - two or three days later
   (c) Highs and lows - two or three days later
   (d) Second debriefing - two or three days later
   (e) Highs and lows - two or three days later
   (f) Third debriefing - two or three days later.

6. Etc.

   (a) Peak experiences - should be shared in highs and lows or debriefed the evening of the day they happen

   (b) Highs and lows should come before the first debriefing

   (c) Follow the order of debriefings for maximum success, if the course is short only do the first and third debriefing, if it is longer add the fourth and fifth debriefings in

   (d) As well as the third (closure) debriefing, it is important to have some type of formal closure activities for any length of outdoor experience, e.g., an expedition may have a formal campfire and a weekend trip may have a final thought for the day.

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APPENDICES

DIRECTIONS: Fill in your name and other information on the separate answer sheet.

The statements in this inventory are to help you describe yourself as you see yourself. Please ans them as if you were describing yourself to yourself. Read each item carefully; then select one of five responses below and fill in the answer space on the separate answer sheet.

Don't skip any items. Answer each one. Use a soft lead pencil. Pens won't work. If you chang answer, you must erase the old answer completely and enter the new one.

RESPONSES	Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
	C	M		M	C
	F	F	PF-PT	T	T
	1	2	3	4	5

TENNESSEE SELF CONCEPT SCALE

1. I have a healthy body 1
2. I am an attractive person 2
3. I consider myself a sloppy person 3
4. I am a decent sort of person 4
5. I am an honest person 5
6. I am a bad person 6
7. I am a cheerful person 7
8. I am a calm and easy going person 8
9. I am a nobody 9
10. I have a family that would always help me in any kind of trouble 10
11. I am a member of a happy family 11
12. My friends have no confidence in me 12
13. I am a friendly person 13
14. I am popular with men 14
15. I am not interested in what other people do 15
16. I do not always tell the truth 16
17. I get angry sometimes 17
18. I like to look nice and neat all the time 18
19. I am full of aches and pains 19
20. I am a sick person 20
21. I am a religious person 21
22. I am a moral failure 22
23. I am a morally weak person 23
24. I have a lot of self-control 24
25. I am a hateful person 25
26. I am losing my mind 26
27. I am an important person to my friends and family 27
28. I am not loved by my family 28
29. I feel that my family doesn't trust me 29
30. I am popular with women 30
31. I am mad at the whole world 31
32. I am hard to be friendly with 32
33. Once in a while I think of things too bad to talk about 33
34. Sometimes when I am not feeling well, I am cross 34
35. I am neither too fat nor too thin 35
36. I like my looks just the way they are 36
37. I would like to change some parts of my body 37
38. I am satisfied with my moral behavior 38
39. I am satisfied with my relationship to God 39
40. I ought to go to church more 40

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I am satisfied to be just what I am

42. I am just as nice as I should be 42
43. I despise myself 43
44. I am satisfied with my family relationships 44
45. I understand my family as well as I should 45
46. I should trust my family more 46
47. I am as sociable as I want to be 47
48. I try to please others, but I don't overdo it 48
49. I am no good at all from a social standpoint 49
50. I do not like everyone I know 50
51. Once in a while, I laugh at a dirty joke 51
52. I am neither too tall nor too short 52
53. I don't feel as well as I should 53
54. I should have more sex appeal 54
55. I am as religious as I want to be 55
56. I wish I could be more trustworthy 56
57. I shouldn't tell so many lies 57
58. I am as smart as I want to be 58
59. I am not the person I would like to be 59
60. I wish I didn't give up as easily as I do 60
61. I treat my parents as well as I should (Use past tense if parents are not living) 61
62. I am too sensitive to things my family say 62
63. I should love my family more 63
64. I am satisfied with the way I treat other people 64
65. I should be more polite to others 65
66. I ought to get along better with other people 66
67. I gossip a little at times 67
68. At times I feel like swearing 68
69. I take good care of myself physically 69
70. I try to be careful about my appearance 70
71. I often act like I am "all thumbs" 71
72. I am true to my religion in my every day life 72
73. I try to change when I know I'm doing things that are wrong 73
74. I sometimes do very bad things 74
75. I can always take care of myself in any situation 75
76. I take the blame for things without getting mad 76
77. I do things without thinking about them first 77
78. I try to play fair with my friends and family 78
79. I take a real interest in my family 79
80. I give in to my parents. (Use past tense if parents are not living) 80
81. I try to understand the other fellow's point of view 81
82. I get along well with other people 82
83. I do not forgive others easily 83
84. I would rather win than lose in a game 84
85. I feel good most of the time 85
86. I do poorly in sports and games 86
87. I am a poor sleeper 87
88. I do what is right most of the time 88
89. I sometimes use unfair means to get ahead 89
90. I have trouble doing the things that are right 90
91. I solve my problems quite easily 91
92. I change my mind a lot 92
93. I try to run away from my problems 93
94. I do my share of work at home 94
95. I quarrel with my family 95
96. I do not act like my family thinks I should 96
97. I see good points in all the people I meet 97
98. I do not feel at ease with other people 98
99. I find it hard to talk with strangers 99
100. Once in a while I put off until tomorrow what I ought to do today 100

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APPENDIX B

NAME _____ AGE: _____

DATE: _____

SEX: M F

CAMROSE LUTHERAN COLLEGE OUTDOOR LEADERSHIP COURSE

STUDENT QUESTIONAIRE

PLEASE READ THIS CAREFULLY:

You have just completed a twenty-one day Outdoor Leadership course in which you have been personally affected by many unique experiences. In order to gain some insight for future course planning, we are requesting your responses to the following questions.

All responses will be treated confidentially.

1. Rank the following factors (from 1 to 7) that contributed to your personal growth, development or change. (1 = most important, 7 = least important.) In order to clarify your choice, provide an example following each factor.

___ a. Spiritual Beliefs. Please explain: _____

_____

___ b. Participants. Please explain: _____

_____

___ c. X-Factor. Please explain: _____

_____

___ d. Curriculum Elements. Please explain: _____

_____

___ e. Communication Skills. Please explain: _____

_____

___ f. Environment. Please explain: _____

_____

___ g. Leadership Team. Please explain: _____

_____

2. Please list, in order of importance from 1 to 3, other factors that contributed to your personal growth, development or change. Please explain the reasons for your choice by providing an example.

___ Factor 1 _____ Please explain: _____

_____

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___ Factor 2 _____ Please explain: _____

_____

___ Factor 3 _____ Please explain: _____

_____

3.

a. What did you learn from living with the group? _____

_____

Please explain: _____

_____

b. Did your group have any particular problems during the course? If so, what were they and how were they solved? _____

_____

_____

c. Did you have any personal problems during the course? If so, what were they and how were they solved? _____

_____

_____

d. Please list the 3 most important changes that you have gone through in this course. Please provide examples and reasons as to what factors contributed to these changes.

(i) _____

Please explain: _____

_____

(ii) _____

Please explain: _____

_____

(iii) _____

Please explain: _____

_____

e. What were your reasons for taking this Outdoor Leadership Course?

_____

_____

f. What activity did you benefit from most? _____

_____

In what way did you benefit? _____

_____

_____

4. In the area of Communication Skills, t' e following were the program elements during the Outdoor Leadership Course. Please rank, in order of importance to yourself, the program elements that contributed to your personal growth, development or change (1 = most important, 11 = least important). Next explain, by example, the effects that each area of the communication skills had on you.

_ a. Communication Skills theory & practice sessions at CLC. Please explain effects on you: _____

_____

_ b. Sharing of highs & lows at campfire at Tershisner Creek. Please explain effects on you: _____

_____

_ c. Group defriefing with 2 instructors at Little Horn/Big Horn Junction. Please explain effects on you: _____

_____

_ d. Sharing of highs and lows at Shankland Creek: _____

_____

_ e. Group debriefing with 2 instructors at Pioneer Ranch Camp. Please explain effects on you: _____

_____

_ f. Community sharing campfire at Rock Creek Campsite. Please explain effects on you: _____

_____

_ g. Individual student assessment with 4 instructors on Clearwater River. Please expalin effects on you: _____

_____

_ h. Final group debriefing with 3 instructors in the van on the way home. Please explain effects on you: _____

_____

_ i. The use of communication skills within your group. Please explain effects on you: _____

_____

_ j. The use of communication skills with other groups. Please explain the effects on you: _____

_____

_ k. The instructors' use of communication skills during the course. Please explain the effect on you: _____

_____

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APPENDIX C
PERSONAL LOG

The personal log of the trip, we hope, will be of real worth in helping you become more aware of interactions taking place involving the environment program elements, the group and you. At the end of the course, you will be asked to meet with the course instructor to discuss the experiences based on your log. Your log should be kept every day and treated as your own private diary concerning the experience. This means you must treat your own log and that of others as private property and not to be shared.

The format we would like you to follow is to buy a hard covered survey book measuring about 4" by 6". Each day you will fill out three pages for the day. The one on the left should involve the environment, program elements and the group; the one on the right your own response and feelings. A sample of structure is as follows:

Date: June 3/1977 - 10:00 p.m.

Environment - Cold/foggy 32° - 60°
1. Started with rain ended sunshine
2. Steep mountainous country on the southeastern slope of Brazeau Range.
3. Kept to ridges for travel.

Curriculum Elements
1. How to Pack - Jim, Brian
2. Map and compass work - Ron
3. Plants edible - Janet

Group Coping
a. External - our group was the first on the trail this morning. Everyone did their job, even Joe for the first time today.

b. Internal - We are still having problems learning to arrive at a concensus for action. Everyone thinks theirs is the only way to do things.

Self
1. External - Made my first fire today without paper. Even started fire in the rain with flint & steel

2. Internal - Felt better today, my blisters are beginning to heal. Had a great feeling of accomplishment over the fire building. My group felt good that I could do it and I guess that makes me feel good. -The sunset was unbelievably beautiful tonight - think I am beginning to understand this one-with-nature bit.
-Felt like hitting Jim over the head with the frying pan when he accidentally kicked dirt on the eggs. He doesn't pay attention to where he puts his big feet.

3. Communication Skills - We had a campfire tonight in which we shared Highs and Lows. I am beginning to understand others.

Since this type of assignment is a personal thing, we are going to judge it on a Pass or Fail basis. If you systematically do the work and complete the log in a genuine manner, you will receive an automatic 15%; if not, an F for this part of the course.

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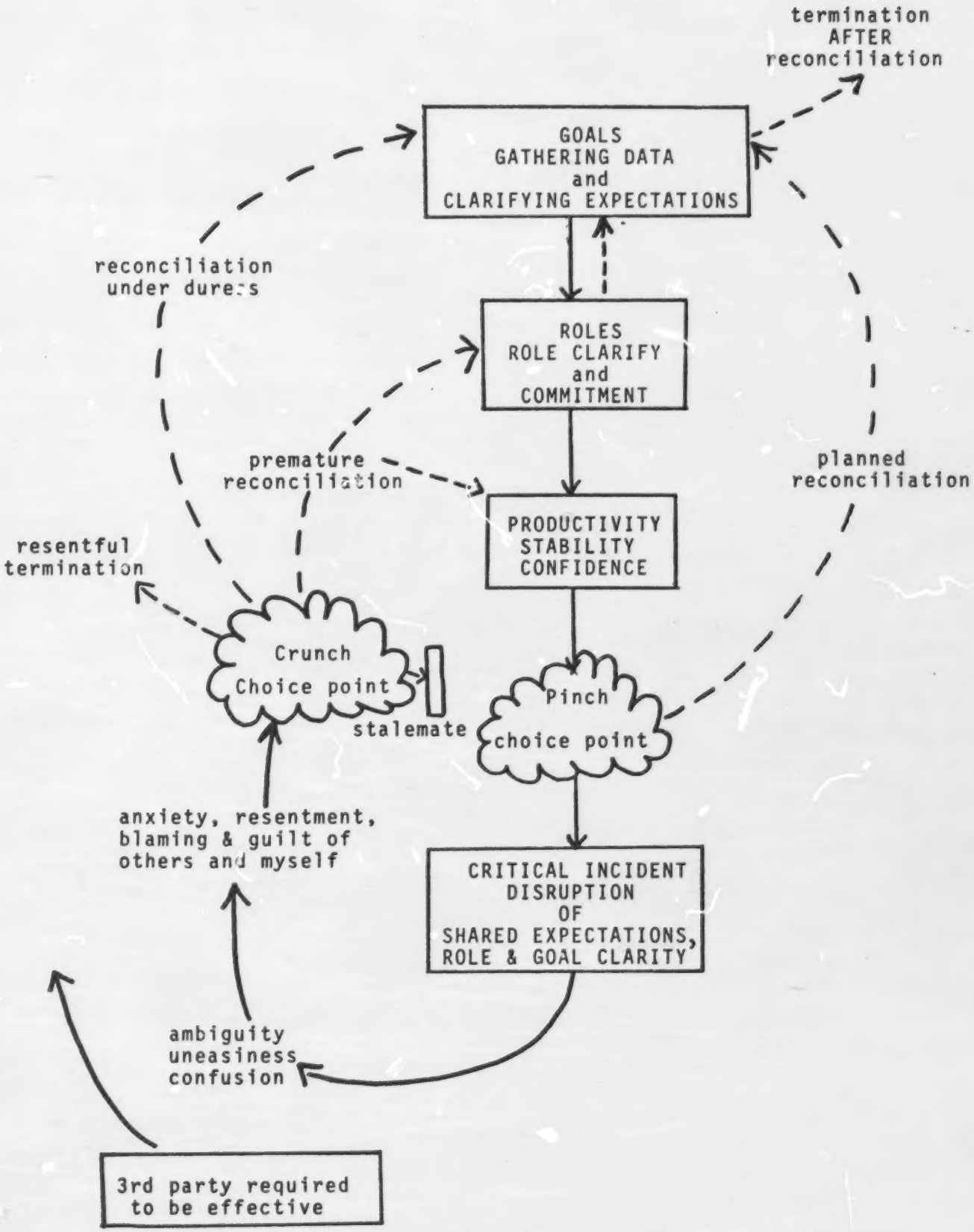
"THE PINCH THEORY"



From, "A model for Couples: How Two Can Grow Together" by Sherwood and Scherer, Journal for Small Group Behavior, February, 1975

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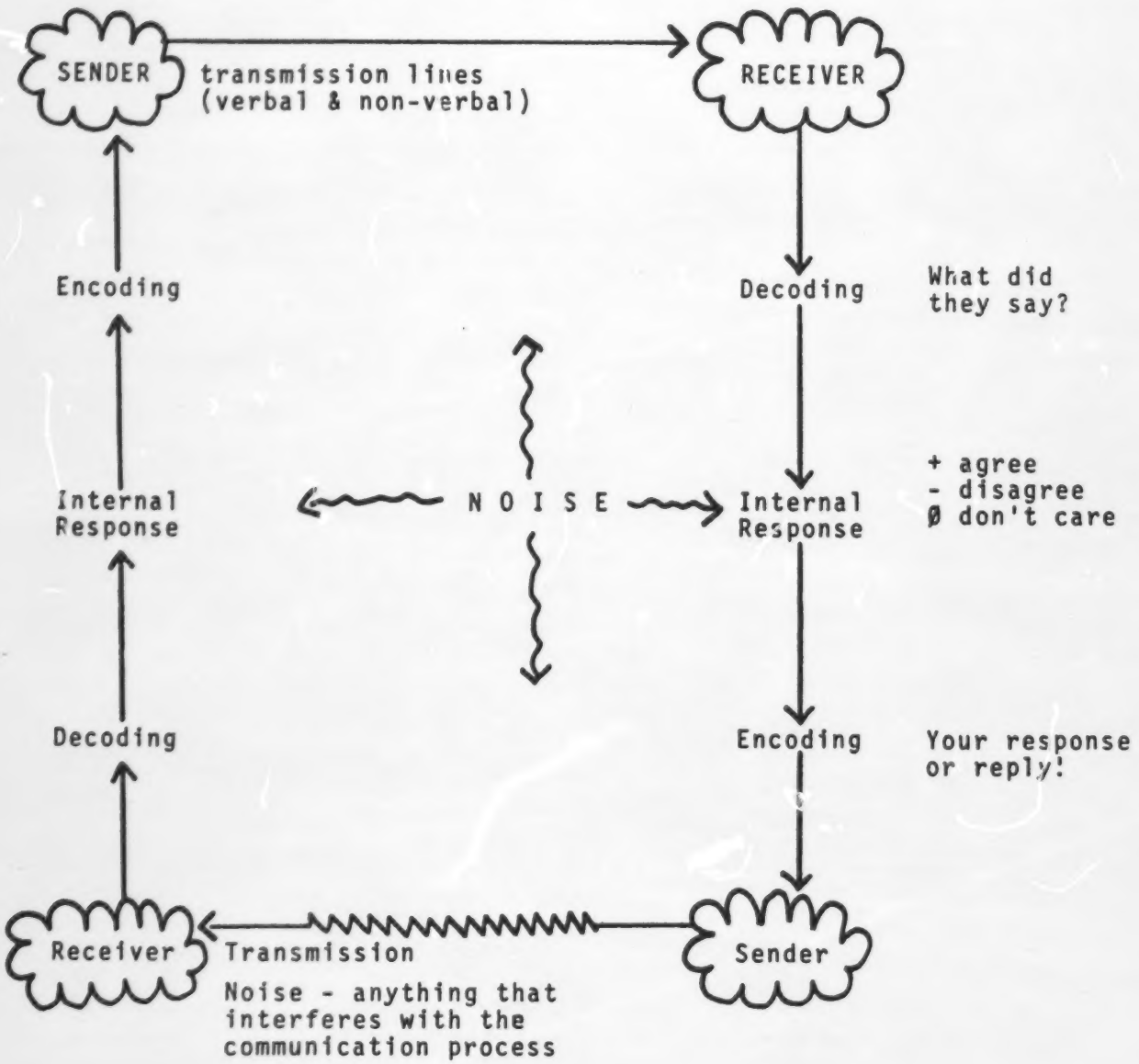
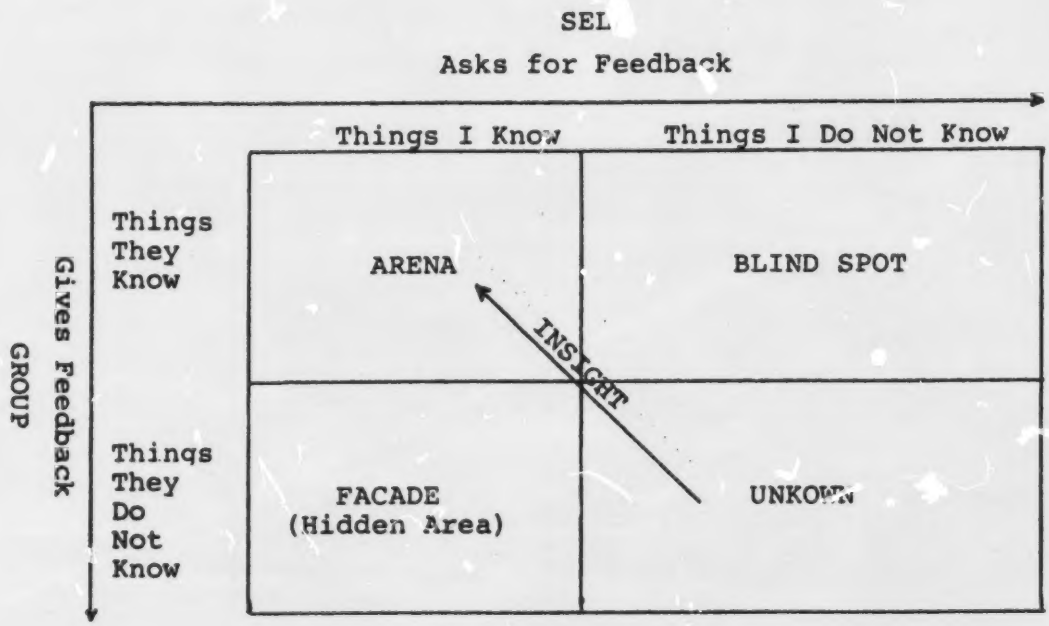
THE INTERPERSONAL COMMUNICATION PROCESS

(David W. Johnson: Reaching Out, P.63, 1972)



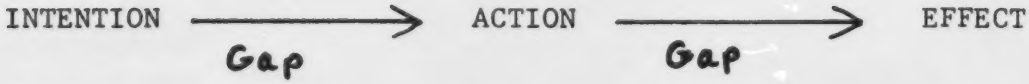
JOHARI WINDOW

by J. Luft and H. Ingram



Interpersonal Gap

by J. Wallen



APPENDIX E

THE INTERPERSONAL GAP AND THE COMMUNICATION PROCESS

by J. Wallen and D. Johnson

adapted by Lyle Benson

Goals:

1. Students having a conceptual understanding of communication, especially as it relates to the Interpersonal Gap and the Communication Process.

2. Resource Readings: The Communication Process in Joining Together, 1975, p. 1 and The Interpersonal Gap.

Special Considerations: Have cue cards and handouts made up. Have chalk and a blackboard.

Setting Tone: Tell the students that this session is going to be on the Theory of Communication.
Tell students this session is important because communication is the basis for all human interaction.

1. Question: "Where does the word communication originate and what does it mean?" Ask for verbal responses.
   Answer: Latin - communico, means to share.

2. Question: "What sorts of things do we share?" Ask for verbal responses.
   Answer: Ideas, feelings, property, experiences, ourselves.

3. Question: "Because we share these things what types of communication problems arise?" Ask for verbal responses.
   Answer: Conflicts over money, religion, politics, sex, etc.
   Tell students that you are going to do two skits for them and that you are a teacher and they are students.

   Skit 1: Walk in, slam door, pound fist on desk, glare.

4. Question: "When I came into the room what did you see and hear?" Ask for responses.
   Answer: Glaring at students; slammed books on desk.

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5. Question: "How was I communicating to you?" Ask for responses.
   Answer: Noise, actions, facial expressions, all non-verbal.

6. Question: "What did I communicate?" Ask for responses.
   Answer: Anger, frustration.

   Skit 2: Walk in smiling and whistling, say hi to some of the students, ask them how they are doing, touch a person on the shoulder.

7. Question: "When I came into the room the second time, what did you see and hear?" Ask for responses.
   Answer: Whistling, smiling, saying hi.

8. Question: "How was I communicating?" Ask for responses.
   Answer: Smiles, whistling, saying hi, touching, verbally and non-verbally.

9. Question: "What did I communicate?" Ask for responses.
   Answer: I was happy, in a good mood, friendly.

10. Information for students:

    All communication involves people sending one another symbols to which certain meanings are attached.

    Communication can either be verbal or non-verbal.

    Because all behavior conveys some messages, it is therefore a form of communication.

    Some psychologists say that 60% of our communication is non-verbal.

11. Instructor does example of non-verbal communication and asks what is he/she communicating.

Examples	Answers
(a) T - made with both hands.	(a) Time out.
(b) Thumb up.	(b) Good luck, it's alright.
(c) Wink.	(c) Friendly, fooling around.
(d) One hand in the air facing up and towards yourself, 2nd and 3rd fingers down in palm, little finger and index finger pointing up, thumb across 2nd	(d) A carpenter ordering four beer.

Examples | Answers

and 3rd fingers in palm (joke).

12. Skit Time: Need eight volunteers, four groups of two. Have one group come up at a time. Show them cue card and have them do the skit. Ask the rest of the group how the talker and the listener were communicating, i.e. verbally on non-verbally. Also ask what they were communicating, i.e. boredom, happiness, etc.

Listener	Talker
1. Angry - non-verbally.	1. How the Edmonton Oilers are the best team in hockey.
2. Boredom - verbally and non-verbally.	2. The weather.
3. Happy and excited, verbally and non-verbally.	3. About going out to the disco tonight.
4. Interested, verbally.	4. About what is going to happen on this course.

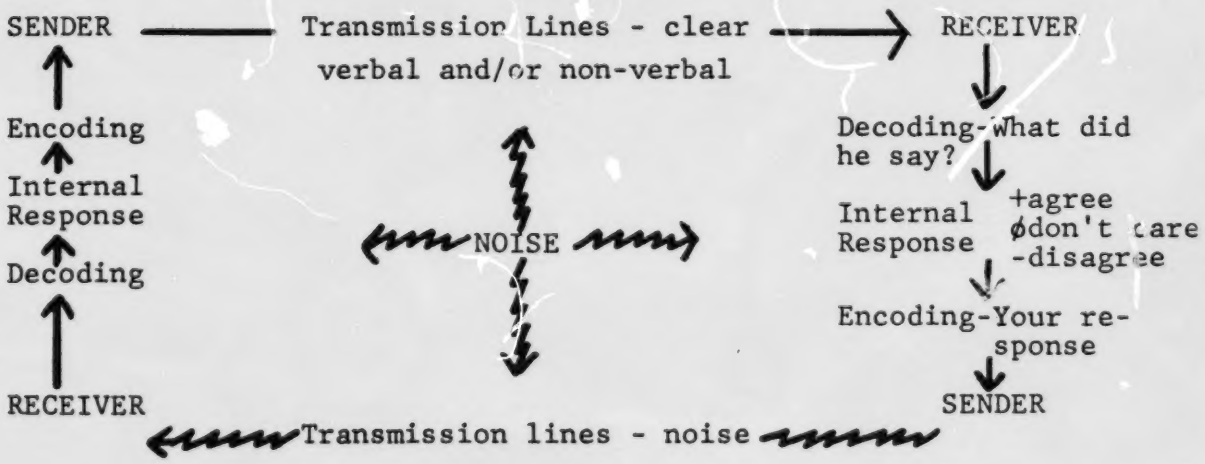
13. Information for students:

Say to students, "Let us draw a diagram to look at what happened in the skits."

"Communication between people is just like talking on the telephone."

Draw the Communication Process by David Johnson and explain to students how it works.

COMMUNICATION PROCESS



Communication among people is a process in which everyone receives, sends, interprets and infers all at the same time. There is no beginning and there is no end.

Let us now look at what affects our communication process.

16. Our internal response affects the sending and receiving of messages in the encoding and decoding process.

    Question: "What influences out internal response?" Ask for responses.
    Answer: Attitudes, prejudices, life experiences, etc.

17. Noise is any element that interferes with the communication process.

    Question: "What are some types of noise?" Ask for responses.
    Answer:
    (a) environmental - outside traffic, inside, people talking.
    (b) speech problems - stammering, slurring, mumbling.
    (c) annoying or disturbing mannerisms, e.g. not looking at a person when talking with them, i.e. eye contact.
    (d) interest in the topic or person.
    (e) hunger, thirst.

18. Question: "How do you tell when communication is working effectively and when it is not?" Ask for responses.
    Answer: Effective communication exists between two people when the receiver interprets the sender's message in the same way the sender intended it.

19. Instructor says, "To show what effective communication is or is not, we are going to play Simon Says. Now everyone stand up and play Simon Says."

20. Information for students:

    Say to students: We are now going to look at The Interpersonal Gap which was developed by John Wallen.

21. Question: "What does the word Intention mean?" Ask for responses.
    Answer: An aim that guides action; design; a plan of action.

22. Question: "What does the word Action mean?" Ask for responses.
    Answer: The process of doing; behavior of conduct.

23. Question: "What does the word Effect mean?" Ask for responses.
    Answer: Something brought about by a cause; result; to bring about; an intended result.

24. Draw this diagram on the blackboard.

    a) Intention A → Action → Effect A

    In the above example, we have good communication. We have Intention A which is put into Action A which has Effect A.

    b) The same Intention may be expressed by different Actions.

Intention	Action
A - to show affection	A - take out to dinner
	B - buy a gift
	C - don't interrupt when they are busy

    c) Different Intentions may be expressed by the same Action.

Intention	Action
A - to show affection	A - take out to dinner
B - to impress other	
C - to put into social debt	
D - to repay a social debt	

    d) The same Action may lead to different Effects.

Action	Effects
A - take out to dinner	A - enjoys it. This person really likes me
	B - feels uneasy. I wonder what this person wants from me
	C - feels scornful. This person is trying to impress me

    e) Different Actions may lead to the same Effect.

Action	Effects
A - Bill tells Joe he showed Joe's report to the top administration	A - feels proud, happy . . . Joe thinks Bill recognizes my ability

Action ——————→ Effects
B - Bill asks Joe for advice
C - Bill gives Joe a raise

25. Any questions concerning communication?

THE JOHARI WINDOW

by J. Luft and H. Ingham

adapted by Lyle Benson

GOALS

1. Using feedback as a means of self-awareness.
2. Explanation of the theory of feedback.
3. Students having a conceptual understanding of the Johari Window.

Special Considerations: Make transparencies and handouts.

Resource Reading: The Johari Window: A Model for Soliciting and Giving Feedback by Philip C. Hanson taken from the 1973 Annual Handbook for Group Facilitators.

SETTING TONE

1. Say to students: "Please pair up with someone whom you feel comfortable with".
2. Have the partners spread out.
3. Tell the group this session will have them answering questions by talking and writing.

QUESTIONS

1. What is feedback?

ANSWER: Verbal or non-verbal communication to a person or group providing them with information on how their behavior is affecting you and/or how your behavior is affecting them.

2. Why do we put windows in houses? (Verbally get two or three answers).

ANSWER: So we can see in and out.

Johari Window Background Information

- developed by two U.S. psychologists; Joseph Luft and Harry Ingham.

- theirs is a communication model; a window through which you give and receive information about yourself and others.

(Put Johari Window transparency on overhead).

Explain components of the diagram:

- self and group.

- things I know about myself.

- things I don't know about myself.

- things the group knows about me.

- things the group doesn't know about me.

The window is not static. This means the four areas within the window expand and contract as we learn about ourselves.

Give out handouts.

ARENA: Let's focus on the arena.

3. What do you think of when you hear the word Arena? (Tell students to write three answers on the handout. Ask for some responses).

ANSWER: Sports events, public open spaces, crowds.

4. How would arena apply to feedback in terms of the self or group? (Tell students to write two answers on handout. Ask for several responses).

ANSWER: Behavior is public and available to everyone. It contains things I know about myself and things the group knows about me.

5. Think of two examples of arena information that you know about your partner. (Give students a minute to think).

6. Say to students, "Tell your partner the information that you have and then both of you decide if it was true or not true. Then switch and repeat. (Give students time to share information).

BLIND SPOT: Let us now focus on blind spot.

7. What does the word blind spot mean to you? (Tell students to write two answers on the handout. Ask students for answers).

ANSWER: Something you can't see or are unaware of.

8. How would the blind spot apply to feedback in terms of the self or group? Positive things as well! (Tell students to write one answer on the handout. Ask students for answers).

ANSWER: As I participate in the group, I communicate all kinds of information which I am unaware of.

9. What are some types of blind spots? (Tell students to write three answers on the handout. Ask students for answers).

ANSWER: Verbal cues, mannerisms, the way I say things, how I relate to others, my expression of ideas and feelings.

10. Say to students, "Think of two blind spots your partner might have: EXAMPLE: A friend of mine told me that every time I was asked to comment on an important point in class, I coughed.

11. Say to students: "Share with your partner the blind spots you think they might have. Then decide if that information is true or not true."

FACADE OR HIDDEN AREA: Let us now focus on the Hidden Area.

12. In terms of the model, what does the Hidder Area mean? (Tell students to write one answer on the handout. Ask students for answers).

ANSWER: The Hidden Area are things I know about myself but which the group is unaware of. We share as much of ourselves as we trust the group. Try to stay in the here and now with what is happening to you. This does not mean self-disclosure in that you tell others your private secrets.

13. What things prevent you from expressing your feelings, thoughts and perceptions with a group or another individual? (Tell students to write three answers on the handout. Ask students for answers).

ANSWER: Rejection, attack, hurt, all negative responses by others to you, all fears.

14. Under what conditions do you think you would reveal yourself, your thoughts, feelings and opinions; to a group or individual? (Tell students to write two answers on the handout. Ask students for answers).

ANSWER: Supportive elements related to trust.

15. How can we begin to make conditions so that we can have an atmosphere of trust for soliciting and giving feedback? (Tell students to write down two answers on handout. Ask students for answers).

ANSWER: Accepting others. Accepting ourselves. We start by revealing a little of ourselves at a time. If feedback is supportive we can reveal more. If it isn't supprotive, we clam up. Also allow people to change. Don't hold people to their past.

UNKNOWN: Let us now look at the Unknown or unconscious. It contains information that neither myself nor the group knows about me. Some of this material may be so far below the surface that I may never become aware of it.

Other information, however, may be just below the surface of awareness to both myself and the group but can become knowable through an exchange of feedback. It may include memories, unrecognized resources and potentialities.

This course will allow us to see more of our own potential as a human being and will also help to develop our unrecognized resources.

Put up transparency - Soliciting Feedback. The following questions (verbal) for the whole class.

16. If you set a goal to decrease your Blind Spot, how would you reach it?

ANSWER: The Blind Spot contains information which the group has about me but which I am not aware of. The way I can increase my awareness of my Blind Spot is to get feedback from others in a way they will feel comfortable giving it. You must ask for this information. Example: If you want to improve a canoeing stroke, ask someone to watch and see if you are doing the stroke properly. If you're not doing it properly, ask the person what corrections you have to make.

Put up transparency: Giving Feedback. The following are verbal questions for the whole class.

17. If you set your goal to decrease your Hidden Area, how would you reach it?

ANSWER: I am disclosing myself in terms of my perceptions, feelings and opinions. The group knows where I

stand on an issue or conflict in the here and now. This is not self-disclosure about the past. I give feedback concerning my reactions to what is happening in the group and with me in a way that is comfortable to give.

Put up transparency with four Johari Windows.

Split class into four groups. Give each group a window example. Have them select a recorder and a presentor.

Say to students, "Your task is for your group to interpret your window as if you were a person with those characteristics. This is based on what you know about feedback. You have about five minutes to do this."

Each group presents their example.

18. Any final questions about the Johari Window?

EXPECTATIONS, FEARS AND ACTIVITIES

by Lyle Benson

Purpose

1. To understand what expectations and fears students coming into the course may have. This will allow the leadership team to re-design parts of their program to suit some of the participants' needs.

2. To clearly state to the participants the leaders' expectations and fears for the course, and how the leadership team is planning for such emergencies.

3. This activity will help build trust and a co-operative relationship between staff and participants because of clearly stated expectations, fears and activities.

Special Considerations

- have newsprint, different colored felt pens, tape, and a clear wall for hanging newsprint on.

Setting Tone

- tell students this session is going to be on clarifying expectations and fears.

1. Have students break up into small groups, usually four or five. This may vary with the number of participants. Each group is to have a sheet of newsprint and a different colored felt pen.

2. A leader numbers the groups: 1, 2, 3, 4, 5.

3. Have each group write their group number on the top of the newsprint. Next have them make three columns for expectations, fears, and activities. Leaders also do this.

Group III

Expectations	Fears	Activities

4. Ask the group to print their expectations, fears and expected activities for this program/course under each of the three columns. Tell them they have about 10-15 minutes to do this and that they will need a spokesman to read out their group's list at the end.

5. Hang the newsprints up on the wall. Have the spokesman from each group present their list. Leaders will share their list later.

6. Leader now circles general themes under expectations, e.g.: if it were a canoe course - learn types of canoes, safety techniques. Use a different colored felt pen for each different theme. Leader now shares leadership team's expectations.

7. Leader now circles general themes under fears, e.g.: hypothermia, cold, wet feet. Use a different colored felt pen for each different theme. Leader now shares leadership team's fears and how the leadership time has planned for participant safety.

8. Leader now circles general themes under activities, e.g. canoeing on lakes and rivers. Use a different colored felt pen for each different activity. Leader now shares what activities are going to be on the course.

9. Leader notes the similarities and differences between students' and leaders' expectations, fears and expected activities. Leader tells students which things the leadership team may try to re-design into the course and which things the leadership team will not change.

10. Leader asks for any further questions. Leader says this will only be for 5-10 minutes.

DATES, NAMES, PLACES

by Lyle Benson

Purpose: to get acquainted with one another.

Special Considerations: have paper, pens and safety pins for everyone.

1. have students divide their paper into three.

2. have students answer dates, names, things.

Dates	Names	Things
1. year born	1. your favorite teacher last year	1. where you'd like to live some day
2. best year	2. person who means the most to you	2. job you'd like to have when you finish school
3. worst year	3. favorite pet's name	3. funniest thing that happened to you this summer
	4. best friend	

1. mingle — look at sheets pinned to person's chest, no talking, do for 30 seconds.

2. mingle — stop and talk about <u>dates</u> - for 1 minute.
stop and talk about <u>names</u> - for 1 minute.
stop and talk about <u>things</u> - for 1 minute.

3. repeat mingling and talking as necessary.

4. Change questions as suits the group, the experience, etc.

INTRODUCTIONS

by Lyle Benson

GOALS

1. To have students get to know other students.
2. To have students begin to become comfortable talking in small groups.

    1. Ask students to pair up with someone they don't know very well.
    2. Tell students to introduce themselves to their partner and to talk about themselves for one minute.
    3. Switch. The other person introduces themselves and talks about themselves for one minute.
    4. Ask students to get into groups of four people, keeping partners.
    5. Ask students to introduce their partner to the new pair.
    6. Switch three times until everyone is introduced.
    7. Note: Active listening may be included in this exercise as well.

APPENDIX F

OUTLINE AND STRUCTURE FOR DEBRIEFING

by Lyle Benson

A. Outline for the Structure of Debriefings

1. The purpose is to provide a structured environment in which group members feel at ease thus enabling them to share information and feelings in a positive manner.

2. The development of debriefing goes from the general to the specific, easy to more difficult, shifting the emphasis from focusing on self to focusing on group interactions.

B. Structure for Debriefing

1. Establishing the setting:
   - two instructors - one to handle the debriefing
     - one to watch what is happening and to add anything the first instructor misses.
   - one instructor informs group members the purpose of this debriefing is to provide information and mutual inquiry about what is happening within the group.
   - the instructor informs group members that information and insights will be held in confidence unless all group members okay what issues may be discussed with members from other groups.
   - physical setting - people in a circle facing one another with no members hiding behind another person.
     - have instructors spread out in the group.

2. Instructor outlines the behavior description norm.
   - the group norm is this: issues, conflicts and feelings that arise within the group must be based on actual behavior description. No assumptions or value judgments based on another's actions will be accepted as information.

3. Open communication.
   - the instructors and group members use Wallen's communication skills to help group members express their ideas and feelings. This is done by use of:

     a. paraphrasing statements;

b. perception checks;
c. behavior description;
d. description of feelings.

- refer to handout on communication skills.

4. Have group members look each other in the face when talking.
   - e.g. Instructor says, "Jim! Look at Mary and tell her what you've just told the group."

5. Have communication in the first person.
   - e.g. Instructor says, "Jim! Begin your sentence like this, 'Mary, when you do . . . this is what happened to me. . . .'"

6. Have both instructors and group members conscious of listening.
   - Fibre is a technique used for active listening.
     F - following - are you following the conversation or are you daydreaming?
     I-Thou - use of first person and pronouns in the conversation. Do I use your name or refer to you as she/he or it?
     B - body posture - does my body posture suggest that I am alert and attentive to what you are saying? Am I sitting up or sprawled out behind a tree?
     R - response - in what other ways am I being receptive? Am I nodding my head or am I yawning and twiddling my thumbs?
     E - eye contact - do I make eye contact with you or am I gazing off into space?

   - use with introductions and paraphrasing.

7. Silent group members.
   - am I being responsive to people who aren't talking? It is okay to be silent. However, am I as a group member allowing a silent person entry into the conversation by giving them a chance to talk and by encouraging their participation?
     e.g. (by anyone) "Joe (who has been silent)! What do you think about what Mike just said?"

8. Closure of debriefing
   - beware of premature closure before all the issues and conflicts have been dealt with.
   - to end the debriefing on a positive caring note, have each person in the group tell every other group member one quality, trait or behavior they like in them. At the end, the instructors may or may not do this, depending on the mood and situation, usually it is good if they do.

- the instructor should thank the group members for bringing forth and dealing with the issues they did. Each group is different and has different problems, ranging from minor to major issues.

9. The instructors should now discuss privately what happened in the debriefing focusing on:
   a. underlying issues/conflicts in the group that weren't brought up;
   b. the genuineness of group members;
   c. the impact of issues/conflicts on the group members;
   d. the instructor's feelings as the debriefing went on; and
   e. overall impressions and gut feelings about the debriefing.

   This discussion, hopefully, will give the instructors more insights and information about the group.

C. Outline for Debriefing Questions

1. First Debriefing Questions

   Focus on Self - students become aware of themselves; specifically how they are functioning in the group.

   Focus on Others - students begin to understand other group members without providing others with feedback.

2. Second Debriefing Questions

   Focus on Self - students become aware of changes in themselves since the first debriefing.

   Focus on Others - students give other group members specific feedback based on behavior description and how group member's behavior is affecting them, by using description of feelings.

3. Third Debriefing Questions

   Focus on Self - students share insights about self.

   Focus on Others - students share insights into group living.

   Focus on Closure - students resolve any unfinished business and start the closing process of the experience.

FIRST DEBRIEFING QUESTIONS

(Opening Debriefing)

by Lyle Benson

Time: About one hour and fifteen minutes.

With everyone sitting in a circle, ask the question and go clockwise in a circle for students' responses. Do two questions and then go counter clockwise for two questions.

1. How has the trip been for you so far? (General description by each group member).

2. What have you done that has helped you be an effective member of your group?

3. What have you done that has not helped you be an effective member of your group?

4. What problems and issues have you had to work out amongst your group?

5. What specific things can you, as an individual, do or change so that you will be a more effective member of your group?

6. What is it that you haven't talked about?

7. Tell something that you like, appreciate or admire in each person in your group. When you do this, look the person in the face when you are talking to them. E.g. Ellen, I really appreciated you when you helped me salvage the supper I was trying to cook. Thank you for helping me.

8. In your diary, record how a debriefing is used and your own perceptions, feelings and thoughts about this debriefing.

SECOND DEBRIEFING QUESTIONS

by Lyle Benson

Time: About two hours.

Follow the Structure for Debriefing. Leaders focus on specific group interactions with attention to the following questions. With everyone sitting in the circle, ask the questions and go clockwise in a circle for students' responses. Do two questions and then go counter clockwise for two questions.

1. Who made the decisions and how were they made?

2. Who were the leaders and how did they lead?

3. Who helped one another and how did they help?

4. What were the problems and conflicts since the first debriefing; whom were they between? Were they resolved and if so, how?

Setting the Tone: Say to students; "If you really love and care about the people you're camping with, the feedback you now give them will help them develop as people. You know a lot about the people you're camping with and you can see areas of weakness in them. You can see things that are holding them back from being a more effective group member and things they need to do to improve themselves.

This is one of the hardest and most difficult things to do in a group. It is hard because you care about the people in your group and don't want to hurt them by the information you might give them.

It is equally as hard and difficult to accept information from others. Yet your group is giving you feedback because they really love and care about you as a human being."

Start with the person who you think will be the most open in giving feedback to members in their group. Have him/her give feedback to all group members and then go around in a circle with every group member doing the same.

5. What is the greatest area of weakness of each of the other people in your group and what feelings do you have about that?

6. With the feedback given you, what specific things can you do to change?

   Setting the Tone: Say to students: "It is difficult to accept feedback about ways we can improve. It is usually just as difficult to accept the positive qualities that we have. Just as you have accepted your weaknesses, also accept your strengths and good qualities."

   Start with the person who you think will be most open in giving feedback to members in their group. Have him/her give feedback to all group members and then go around in a circle with every other group member doing the same.

7. What is the most positive quality of each person in your group?

8. Is there anything that anyone thinks is unresolved or is not finished with?

9. In your diary, record your perceptions, thoughts and feelings about this debriefing as well as the changes you can make in yourself and your most positive qualities.

10. Group hug.

THIRD DEBRIEFING QUESTIONS

(Closure Debriefing)

by Lyle Benson

Time: About one hour.

Follow the Structure for Debriefing.

Setting the Tone: This is the last debriefing and the last chance to work out any of the problems or conflicts you have had in living with one another. This is also your last chance to help your group members grow as people.

1. What are the unresolved conflicts and problems you have to work out?

2. What is the one most important insight you have gained about yourself?

3. What is the one experience you have learned from while living with your group?

Setting the Tone: This is also the last chance for sharing the positive things and the beautiful times you've had together with the people whom you care about and love.

4. What is the one most important quality that you admire, appreciate or like in each member of your group?

5. What three ways have you changed since beginning this course? Be specific.

6. Any unfinished business?

7. In your diary, record your perceptions, thoughts and feelings about this debriefing as well as the changes you have gone through and your most important qualities.

8. Leader adds positive comments about each group members, e.g. #4.

9. Group hug.

FOURTH DEBRIEFING QUESTIONS

by Lyle Benson

Time: About one-and-a-half hours.

Follow the Structure for Debriefing.

1. What does being a member of this group mean to you? (General description).
2. What are your strengths in this group?
3. In this group what situations do you have a problem with?
4. How do you handle them? (Fight, flee, compromise).
5. What changes would you like to make in the group and how would you make those changes?
6. What changes would you like to make in yourself and how would you make those changes?
7. What skills and knowledge do you want to develop?
8. Tell each member of your group a strength they have which they may not be aware of.
9. Any unfinished business?
10. Leaders tell each group member a hidden strength they may have.
11. In your diary, record your perceptions, thoughts and feelings about this debriefing, especially how you handle group problems. See if you can try other ways to handle them. Record changes you would like to make in yourself and how you will know if you make those changes. Next, record the skills and knowledge you want to develop and how you will know if you gain them. Lastly, record your hidden strengths.

FIFTH DEBRIEFING QUESTIONS

by Lyle Benson

Time: About one hour.

Follow the Structure for Debriefing.

1. How does your group resolve conflict? How would you like your group to resolve conflict?

2. What things can you do in your group to help resolve conflict in a more creative way?

3. If this group were the way you wanted it to be, what would it look like?

4. How do you see yourself influencing this group? Do you feel listened to?

5. What are two things you really like about being a member of this group?

6. What is missing; what one thing would you like more of? What is one thing not presently here you would like to have?

7. Any unfinished business?

8. In your diary, record your perceptions, thoughts and feelings about this debriefing, especially the things you can do to help resolve conflict more creatively and how you can influence your group in a more positive manner.

APPENDIX G

GROUP MEMBERSHIP SKILLS

by D. Johnson

1. What does membership mean to you? (attitude)

2. How do you see yourself as a group member? (style)

3. What are your strengths in the group?

4. How does this fit in with how you see yourself in the group?

5. What situations do you have a problem with?

6. How do you handle them?

7. What skills do you want to develop?

8. What changes would you like to make in the group?

9. What changes would you like to make in yourself?

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APPENDIX H

CLC OUTDOOR LEADERSHIP COURSE

LEADERSHIP FEEDBACK

to

Name _____

I. LEADERSHIP QUALITIES:

II. BIOLOGICAL CONCEPTS:

III. PHYSICAL SKILLS AND KNOWLEDGE:

IV. COMMUNICATION SKILLS:

V. OTHER COMMENTS:

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APPENDIX I

Outline for Communications Skills Manual

1. Introduction

   - justification for the use of CS - relevant research and quotes.

2. Factor-Process-Change Model (overview)

   - use whole model and explain components, but not in detail.

3. Factor-Process-Change Model

   - focus on Curriculum Elements - identify and explain each element.

4. Resource Reading for Instructors

   a. Wallen's Interpersonal Gap
   b. Wallen's Communication Skills
   c. Pinch Theory
   d. Communication Process
   e. Johari Window

5. Outline for Teaching Communication Skills and Using Debriefings

   - provide several samples of outdoor courses of varying lengths.

6. Lesson Plans for Theory and Practice Sessions: Pre-trip

   a. Johari Window
   b. Interpersonal Communication Process
   c. Interpersonal Gap
   d. Pinch Theory
   e. Fibre
   f. Communication Skills
   g. Icebreakers
   h. Expectations, Fears and Activities
   i. Introductions

7. Outlines for Field Use

   a. Structure for Debriefings
   b. Highs and lows
   c. Individual Student Assessment
   d. Debriefing Questions: One to Five

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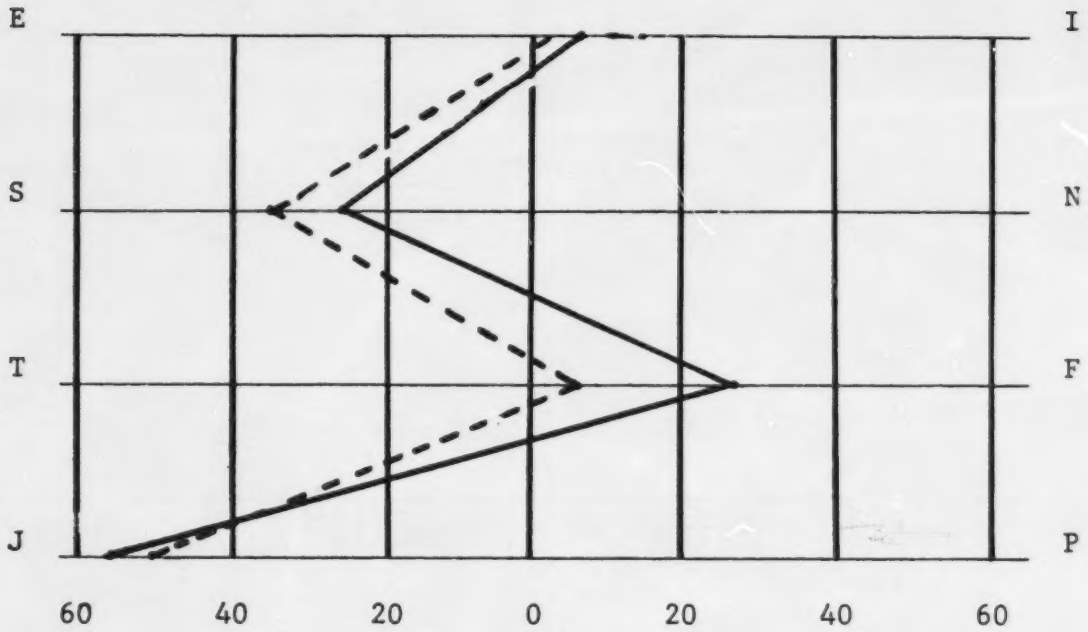
8. Evaluation

   a. by participants
   b. by leaders

9. Reference Books.

APPENDIX J

MYERS-BRIGGS SCORES



January, 1978

Introvert - 6
Sensing - 26
Feeling - 26
Judging - 56

July, 1980

Introvert - 3
Sensing - 35
Feeling - 5
Judging - 51